REPORT RESUMES

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NEW YORK CITY FOREIGN LANGUAGE PROGRAM FOR SECONDARY SCHOOLS, HEBREW, LEVELS 1-4.

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THE OBJECTIVES, CONTENT, METHODS, AND SCOPE OF HEBREW INSTRUCTION FOR EACH LEVEL OF A 4-LEVEL SEQUENCE IN SECONDARY SCHOOLS ARE DELINEATED IN THIS CURRICULUM GUIDE, WHICH IS A REVISION OF EARLIER BULLETINS USED EXPERIMENTALLY IN NEW YORK CITY SINCE 1962. AN AUDIOLINGUAL APPROACH IS ADVOCATED, AND SPECIFIC TECHNIQUES ARE SUGGESTED FOR TEACHING CULTURE AND THE LISTENING, SPEAKING, READING, AND WRITING SKILLS. CHECKLISTS OF MINIMAL VOCABULARY ITEMS, GRAMMATICAL STRUCTURES, AND CULTURAL TOPICS ARE GIVEN FOR EACH LEVEL. OTHER SUBJECTS DETAILED ARE TEXTBOOKS, THE LANGUAGE LABORATORY, AUDIOVISUAL RESOURCES, TESTING, PROGRAM EVALUATION, ADVANCED PLACEMENT, TEAM TEACHING, AND PROGRAMED INSTRUCTION. A BIBLIOGRAPHY OF GENERAL AND SPECIFIC REFERENCES FOR HEBREW TEACHERS IS INCLUDED. THIS DOCUMENT IS AVAILABLE FOR $4.00 FROM THE PUBLICATION SALES OFFICE, BOARD OF EDUCATION OF THE CITY OF NEW YORK, 110 LIVINGSTON STREET, NEW YORK CITY, N.Y. 11201. (AB)

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FL 000 713

New York City
Foreign Language Program for Secondary Schools

HEBREW

Levels 1-4

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New York City
Foreign Language Program
for Secondary Schools
HEBREW
Levels 1-4

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FOREWORD

This publication, *New York City Foreign Language Program for Secondary Schools: Hebrew, Levels I-IV,* is the outgrowth of a comprehensive foreign language program of curriculum development, evaluation, and revision.

The publication is intended to serve as a guide to teachers and supervisors in teaching the fundamental language skills, in using audio-lingual techniques and in developing an understanding of Israel, its culture and its civilization.

In presenting this bulletin, we express deep appreciation to members of the New York City school staff and of the academic community who assisted in its production.

HELENE M. LLOYD
Acting Deputy Superintendent
Office of Curriculum

May, 1967

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At various stages of its development the bulletin, which was an out-growth of the Foreign Language Revision Program initiated under Theodore Huebener, former Director of Foreign Languages, benefited from the guidance and counsel of David A. Abramson, Assistant Director, Bureau of Curriculum Development; the late Jacob H. Shack, Assistant Superintendent; Martha R. Finkler, Acting Associate Superintendent, now retired; and the late Deputy Superintendent, Joseph O. Loretan.

The chairman of the Syllabus Revision Committee was Emilio L. Guerra, formerly Acting Director of Foreign Languages and now Head, Division of Foreign Languages and International Relations Education, School of Education, New York University. Maxim Newmark, Chairman, Foreign Languages, Franklin Delano Roosevelt High School, was the Coordinator and Editor of the project. Lillian M. Gillers, Bureau of Curriculum Development, was the Assistant Coordinator and Editor, and carried the project through to completion.

A program of this type enlists the cooperation of hundreds of teachers in making suggestions and in trying out, reviewing, and evaluating materials. Many staff members devoted all or a substantial block of their time to some phase of the production program. The lists which follow reflect their contributions:

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Introduction

Foreign languages in the public schools of the United States have in the past been studied primarily for their cultural and literary values. Given a meager allotment of time, the linguistic objectives of foreign language study were often limited to the development of reading skill. In many instances, an undue amount of instruction time was devoted to translation and to grammatical analysis in English. As has been increasingly evident, the outcomes of such instruction have proved to be inadequate to the foreign language needs of our citizens and of our government in the present-day world.

The supersonic jet and swifter forms of world-wide communications have contracted the globe, and the need to communicate with our neighbors abroad has become all the more imperative. Our international relations are constantly expanding as we endeavor to build and maintain alliances for securing the peace, to provide technicians and material assistance to underdeveloped countries, to engage in international cooperation in science, technology and business, and to promote large-scale cultural exchanges of students, teachers, artists, musicians and leaders in many fields. The importance of acquiring a working knowledge of foreign languages is constantly increasing as our far-flung activities and our destiny grow more and more intertwined with those of other peoples.

The fact that the study of foreign languages has become vital to the national interest has been dramatized through the National Defense Education Act (1958) and the creation of the Peace Corps (1961). The resulting challenge to the schools was taken up in the revised New York State foreign language syllabi (1960 *et seq.)* by emphasizing foreign language as a means of oral communication and by recommending longer sequences of foreign language study. In consonance with the State syllabi, the New York City Foreign Language Program for Secondary Schools stresses an audio-lingual approach and provides four to six year sequences of foreign language study.

In addition, this curriculum bulletin incorporates recent modifications of the predominantly linguistic orientation which prevailed during the initial stages of the new trend in foreign language teaching. These modifications are chiefly reflected in motivational activities, in a reaffirmation of the importance of *meaning* as opposed to mechanical repetition, and in the greater flexibility accorded to pre-reading instruction, thus affording the possibility of a somewhat earlier exposure to the graphic symbol than had formerly been advocated. An attempt has thus been made to balance the earlier subject-centered emphasis of applied linguistics by favoring a learner-centered approach.

PURPOSES AND USES OF THIS BULLETIN

This publication represents the culminating stage of the Hebrew curriculum project developed as part of the New York City Foreign Language Revision Program for Secondary Schools.

In the course of the Revision Program, a total of 23 different experimental bulletins appeared from 1962 through 1965 in the form of separate fascicles for five levels of instruction in French and Spanish, and four levels in German, Hebrew, Italian, Latin and Russian. These bulletins were used experimentally in all the junior and senior high schools in New York City. They were then evaluated by teachers, chairmen, coordinators and other supervisory personnel, both individually and in committee. On the basis of this evaluation, a number of revisions and editorial rearrangements were made. Finally, all the fascicles dealing with a particular language were combined into a single bulletin for that language.

The completion of this bulletin for Hebrew, Levels I—IV, fulfills the aims stated in 1962 in the first of the experimental bulletins, namely, "to provide our foreign language teachers with a syllabus which is in consonance with the New York State Syllabus, with the new organization affecting foreign languages in the junior high schools, and with the newer audio-lingual techniques."

This bulletin is intended to serve as a guide to foreign language teachers in:

a. following the scope and sequence of course content
b. teaching the fundamental language skills
c. teaching the foreign culture and civilization
d. using audio-lingual techniques
e. preparing and using dialogues and pattern drills
f. carrying on a program of motivational activities and projects

g. using audio-visual aids and the tape recorder
h. using the language laboratory
i. employing effective criteria for textbook selection
j. adapting textbooks to audio-lingual teaching
k. planning homework assignments
l. planning and scheduling supplementary reading and reports
m. improving inter-divisional articulation
n. constructing tests and comprehensive examinations

Foreign language chairmen, supervisors and coordinators will be guided by this bulletin in:

a. preparing departmental courses of study
b. orienting teachers to the principles and practices of foreign language teaching
c. preparing model lesson plans and teaching materials for department use
d. evaluating textbooks and audio-visual aids
e. planning department programs for the use of audio-visual aids
f. planning for the effective use of the language laboratory
g. promoting inter-divisional articulation
h. setting up a department program of motivational and enrichment activities
i. organizing a department-wide supplementary reading program
j. formulating directives to teachers for pupil orientation to Regents and other comprehensive examinations
k. planning inter-divisional and departmental testing programs
l. evaluating the general program of foreign language instruction

This bulletin is a fairly comprehensive source book of language learning theory and of activities, procedures, techniques and devices employed in foreign language teaching and learning. Considering the heterogeneity of the New York City school population, the vast range of interests and abilities, and consequent variations in rate of progress, there is an urgent need for individualization of instruction to achieve maximum learning for each group. It follows then that local adaptations of this bulletin are essential, whether divisional, departmental or interclass. It is not expected that teachers will attempt to adopt all the suggestions offered, but rather that they will make selective use of the activities described herein, depending on the individual needs, interests, abilities and previous achievement of the class.

By couching its principles and delineation of topics in the form of suggestions, this bulletin gives considerable leeway to the individual resourcefulness, creativity and initiative of teachers. This is particularly so in such matters as devising means to sustain pupil interest, making and collecting illustrative materials, exploiting the full potential of the tape recorder, and creating situations for pupils to use the foreign language both in and out of class.

LEVELS AND GRADES

To clarify references to grades and sequences, the term *level* is used rather than grade or year. Since this curriculum bulletin is designed to be uniform for both junior and senior high schools, Levels I and II, which may be taught in either division, are treated together.

The notion of "levels" of foreign language instruction is based on a more or less empirical system of (a) subject matter organization and (b) relative rates of acquisition of subject matter plus skills at different stages of education. Thus, the fundamental linguistic subject matter of a foreign language may be organized into three parts: Elementary (Levels I and II), Intermediate (Levels III and IV) and Advanced (Advanced Placement). As for the rate of acquisition, it is usually said to be the amount of foreign language subject matter plus skills that can be acquired by a normal pupil in 1 year of senior high school (at 5 periods per week) and 2 (or 3) years of junior high school (at a smaller number of periods per week). This ratio is, of course, approximate and may vary, depending on the previous knowledge, motivation, ability and maturity of the pupils as well as on the number of periods allotted to foreign language study.

By using the system of levels, confusion is eliminated regarding a pupil's year or grade in school and his stage of advancement in foreign language study (*i.e.* his level). Furthermore, in the event of changes in school organization, only minor rearrangements of subject matter need be made. Organization by levels also makes possible many schemes of level-grade relationships as between junior and senior high schools. In addition, variations can easily be made to provide acceleration for pupils who are highly proficient in foreign languages.

AIMS OF FOREIGN LANGUAGE INSTRUCTION

General Aims

The general aim of instruction in foreign languages is to develop in pupils the skills needed for effective communication in the foreign language.

A concomitant aim is to develop in pupils an understanding of the foreign people, of their country and of their culture.

Specific Aims

Linguistic Aims

1. To understand the foreign language when spoken by a native at normal tempo and on a topic within the pupil's experience.
2. To speak the foreign language on topics within the pupil's experience with sufficient clarity to be understood by a native.
3. To read with direct comprehension material within the pupil's experience.
4. To write in the foreign language on topics within the pupil's experience.

Cultural Aims

1. To develop an enlightened understanding of the foreign people through a study of their contemporary life, their patterns of behavior and their national customs and observances.
2. To acquire specific knowledge regarding the geography, history, economic life and educational and political institutions of the foreign people.
3. To acquire attitudes conducive to intercultural harmony through a study of the contributions of the foreign people to the development of the United States and of world civilization.
4. To develop cultural and esthetic appreciations through a study of the foreign country's art, music, literature, science and contemporary art-forms, such as drama, film, dance and design.
5. To promote growth in the language arts through the development of language consciousness.

PART ONE:
THE LEVELS OF FOREIGN LANGUAGE INSTRUCTION

Levels I and II

AIMS FOR LEVEL I

Expected outcomes of the audio-lingual approach integrated with reading and writing activities:

1. Facility in speaking Hebrew in everyday situations within the content scope of Level I.
2. The ability to understand Hebrew when spoken at normal speed on subjects within the content scope of Level I.
3. The ability to read in Hebrew, with direct comprehension, what has been mastered audio-lingually.
4. The ability to copy in writing and to write from dictation Hebrew that has been heard, spoken and read.
5. The acquisition of an introductory knowledge regarding the life and customs of the people of Israel.

AIMS FOR LEVEL II

Expected outcomes of an audio-lingual approach integrated with reading and writing activities:

1. The ability to speak Hebrew with reasonable fluency on topics within the content scope of Levels I and II. This ability is demonstrated by immediate and appropriate responses in Hebrew to questions, cues and other stimuli and by the ability to ask appropriate questions and to make meaningful statements in Hebrew.

2. The ability to comprehend Hebrew directly when spoken by a native on topics within the scope of Levels I and II. Such comprehension is demonstrated by immediate and appropriate actions, or by appropriate verbal or written responses in Hebrew.

3. The ability to read with direct comprehension both known and new Hebrew material on topics within the scope of Levels I and II. This ability is demonstrated by correct phrasing, stress and intonation in oral reading and in silent reading, by appropriate verbal or written responses in Hebrew to content questions or by other comprehension checks.

4. The ability to write in Hebrew what has been heard, spoken and read, within the scope of Levels I and II. This ability is demonstrated in writing memorized dialogues, dictations and cued responses, answers to questions, and directed compositions.

5. The acquisition of specific knowledge regarding the life, customs and observances of the people of Israel, its geography and climate and Hebrew language cultural islands in the United States.

GUIDING PRINCIPLES, LEVELS I AND II

1. Hebrew instruction should be conducted in accordance with psychological principles of learning. Subject matter should be presented in easily assimilable units. Each unit should be suitably motivated. Overlearning and reinforcement should be employed to promote retention of subject matter and mastery of skills.

2. The audio-lingual approach emphasizes language as a means of oral communication; hence there should be maximum use of Hebrew at all times by the teacher and pupils. The use of English in the Hebrew classroom should be kept to a minimum. Classroom routine* should be conducted in Hebrew. English should be used only when necessary; *i.e.* (a) to give the meaning of highly contrastive structures; (b) to provide cues for recall drill of such structures; (c) to develop and formulate generalizations or rules of grammar; and (d) to give the meaning of words and phrases that cannot be readily defined or explained in Hebrew.

3. The sequence of learning Hebrew should be: listening, speaking, reading, writing.

4. Pupils should learn the basic sound system of the Hebrew language in functional expressions *before* learning to read and write it. This should occur during a "pre-reading phase" of audio-lingual instruction.

5. It is recommended that approximately the first 15 class sessions of Level I be devoted to the pre-reading phase of Hebrew instruction. Since the optimum duration of the pre-reading phase cannot be uniformly established for all classes and languages, local decisions by experienced teachers and supervisors will be necessary. Such decisions will take into account the following considerations: (a) the maturity of the

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*See page 86 for a list of routine classroom occasions which provide opportunities for using Hebrew.

pupil, and (b) the particular language being studied. With regard to pupil maturity, the pre-reading phase would tend to be longer in the lower grades and shorter in the higher grades. With regard to a particular language, the pre-reading phase would tend to be longer for languages with Roman alphabets and non-phonetic spelling (French), and shorter for languages with Roman alphabets and phonetic spelling (German, Italian, Spanish). It would also tend to be shorter for languages with non-Roman alphabets (Hebrew, Russian).

6. Grammar should be learned as structural patterns of language, with a maximum of drill to automatize responses and a minimum of theoretical analysis. It is more important for the pupil to learn Hebrew than to learn how to discuss it in English. However, meaning should never be ignored in favor of mechanical drill and rote memorization. Both analysis and analogy should be employed in the learning process.

7. Among the goals of instruction is the development of the ability of *direct* auditory and reading comprehension. This means that translation should be avoided as a teaching procedure.

8. The necessity for intensive ear training and for habit formation in oral expression makes the use of the language laboratory and of classroom electronic equipment an essential part of audio-lingual teaching and learning.

9. Visual aids, such as slides, filmstrips, pictures, charts, models, costumed dolls, *etc.*, should be employed to teach and drill vocabulary and to promote oral production in Hebrew.

10. The cultural aspect of the study of Hebrew should be integrated with the linguistic aspect. Particularly in the early phases, when class time is needed for audio-lingual drill, emphasis should be on the language itself as a cultural manifestation. However, in order to insure common learnings of basic cultural data and insights, specific cultural topics are prescribed.

DEVELOPING THE LANGUAGE SKILLS, LEVELS I AND II

The methods to be used by the teacher in audio-lingual instruction are determined by the aims and guiding principles previously set forth. Similarly, all classroom activities must be planned and carried out in such a way as to promote these aims and principles. Although the teaching suggestions are listed separately under the four skills which constitute language competence, this is only a procedural convenience and is by no means intended to suggest that these skills are separate entities. On the contrary, language learning is an organic process in which each skill is dependent upon and reinforces the other. Auditory comprehension, for example, involves listening and understanding and, usually, responding by word or deed; hence the linked concept, "audio-lingual" skill. Whether the components of this skill are taught and learned simultaneously or sequentially, they are always interactive and interdependent.

Ear Training

In learning Hebrew, the listening experience precedes understanding and speaking. When the speech sounds that strike the pupil's ear are linked in his mind with meaning, the pupil may be said to comprehend audially what is being spoken. It is the teacher's function to establish this direct linkage of sound and meaning by constant and repeated exposure of the pupil to the sounds of Hebrew in the form of functionally used basic speech patterns.

The voice which the beginning pupil will hear is most often that of the teacher. Listening to the teacher pronounce phrases and speak or read aloud in Hebrew, with clarity, distinct enunciation, appropriate facial expressions, and with gestures, should induce the pupil to concentrate on sounds, intonation, stress and meaning. The teacher should gradually increase the listening experiences of his pupils by the use of discs or tapes in the classroom or in the language laboratory, where the pupils can be isolated from listening to their classmates' mistakes. Hebrew films and radio and television programs also provide valuable ear training when purposefully integrated with class work.

To develop auditory comprehension the pupil must be trained to listen attentively and with discrimination. His ability to listen attentively depends largely on motivation; his ability to listen with discrimination depends on knowing what to listen for and intensive practice in guided listening. Curiosity and the novelty of learning a foreign language may be the initial motivation for listening, but these may soon wane unless a stronger motivation is established. Such motivation depends on (a) the intrinsic interest of what the pupil is listening to; (b) its pertinence to his experience; (c) his conscious awareness of the purpose of the listening; (d) precise instructions as to what to listen for; and (e) gratification resulting from the success of the listening, *i.e.* comprehension.

In preparing materials and planning activities designed to provide ear training, the teacher should be guided by the following principles:

1. The spoken subject matter should have intrinsic interest and should be related to present or potential student experience.

2. Listening should be followed by oral reproduction or responses so that the student comes to realize as a matter of direct personal experience that accurate oral reproduction depends in the first instance on accurate listening and understanding.

3. To insure that students know what to listen for, the teacher should provide suitable motivation, based on content, before the first listening. After the first listening, there should be an analysis only of those sounds and structures which have caused comprehension difficulties. Repeated listening thereafter will fortify the sound-meaning linkage necessary for proper ear training.

4. A comprehension check should follow the listening experience. To be valid in audio-lingual instruction, the comprehension check should operate exclusively in Hebrew. Translation into English will defeat the aim of achieving direct comprehension.

Speaking

As already indicated, the ability to speak Hebrew is developed concurrently with the ability to listen with auditory discrimination and comprehension. A pupil must be able to hear and understand before he can be trained to imitate what has been spoken. Effective oral communication in a given language depends on the ability to produce rapidly the characteristic sounds and intonation of that language; in other words, the ability to pronounce correctly and without undue hesitation the normal structural patterns of the language. Acquiring this ability is essentially a matter of habit formation, which implies intensive drill.

From a practical point of view, the development of good pronunciation by the pupil depends on the good pronunciation of the teacher and on the teacher's constant insistence on accurate repetition. Until basic habits of speech production have been established through guided practice with the teacher, it is advisable not to use recorded native speech for mimicry drill. Recorded speech can never adequately replace the live example of the teacher because it offers no visible clues to articulation and does not react to pupil errors. The key, therefore, to accurate pronunciation and intonation is teacher-guided imitation and repetition. Beginning with repetition of whole units of oral expression, oral skill is gradually expanded through repetitive drill designed to give the pupil habitual control of basic forms and structures and the ability to vary and transform them automatically, as required.

Speech can be analyzed into articulation, stress, intonation, *etc.*, but to the beginning pupil, after being trained to listen and understand, speech appears as a continuum of meaningful sounds, and it should be learned as such. Analysis should be confined to remedial purposes and employed only when necessary. No amount of theory as to how speech is produced can replace guided practice in actually producing it. The fact that one learns to speak by speaking is not merely a truism; in audio-lingual instruction it is an inescapable imperative.

In preparing materials and planning activities to teach pronunciation and speaking, the teacher should be guided by the following principles:

1. After initial hearing and understanding, repeated mimicry to the point of automatic recall represents the first stage of learning to speak the foreign language; hence the importance of memorizing dialogues, conversations, action series and responses.
2. At this stage, frequent choral recitation will overcome shyness and maximize participation. Language laboratory techniques may be used for mimicry drill but only to fortify what has been previously learned by guided imitation of the teacher. Speech analysis should be used for eliminating inaccuracies of oral production that do not yield to repeated attempts at imitation.
3. Development of speaking facility follows as the result of growth in articulatory control of word-structure patterns. Such control is achieved through various types of word and structure drills; *e.g.* substitution, replacement, cued responses, variation, transformation, directed conversation and independent responses.

Reading

After mastering the basic auditory and vocal skills in the ways described above, the pupil will have reached a state of "reading readiness" in regard to matter previously heard and spoken. Visual interference or blockage due to sound-spelling differences between English and the foreign language will generally be minimized as a result of pre-reading, audio-lingual instruction. Furthermore, just as there is an interdependence between understanding and speaking, there is a similar interdependence between reading and writing, so that practice in writing (*e.g.* copying, dictation, *etc.*) will facilitate the visual recognition of printed words which is essential for fluent reading.

The transition to the reading of new material can begin in the same sequence as posited in the guiding principles for the learning of language in general; namely: (a) *listening* (oral reading or paraphrase by the teacher); (b) *speaking* (oral repetition by pupils; answers to questions); (c) *reading* (first chorally, then individually); and (d) *writing* (completions or whole-sentence answers to content questions).

INTENSIVE READING. Fluency in reading is dependent on quick recognition and comprehension of printed words and structure patterns. Such recognition will facilitate the rhythmic progression of lateral eye movements which is characteristic of fluent reading with comprehension. Failure to recognize these patterns results in pauses and regressive eye movements which are symptomatic of decoding or translating processes and hence the direct antithesis of fluent reading. In view of these factors, teaching the reading of new material should begin with advance clearance of possible blocks to pronunciation and comprehension; that is, with the study of the pronunciation and meanings of new words and new or complex syntactical items. This should be done by the teacher during his first reading or paraphrase and, ideally, should be conducted entirely in Hebrew (*i.e.* by means of synonyms, antonyms, examples, definitions and simplified restatement). These items should be written on the board, explained and pronounced by the teacher, and then repeated chorally by the class to insure correct pronunciation in subsequent individual reading and responses. Not until this advance clearance of blocks has been accomplished can pupils be expected to read new material with fluency and comprehension.

The following steps are suggested for the intensive reading lesson:

1. After initial motivation, the teacher paraphrases or reads the passage, in whole or in part, asking questions in the foreign language to check comprehension. To insure attention, books are closed during this first step.

2. As new words or phrases are encountered, they are listed on the board and their meanings taught by means of synonyms, antonyms, examples, definitions, cognates, word analysis, contextual inference, *etc.* The teacher leads the class in choral pronunciation of the listed items.

3. Books are opened and the teacher reads a part of the passage orally, with suitable expression and dramatic effect. He points out the new items on the board as he comes to them in the course of his reading. He then leads the class in choral reading of the same selection.

4. If the content is simple, the teacher may then immediately call on individual pupils to read the same selection orally. Otherwise, the class first reads the selection silently and the teacher asks comprehension questions before requiring individual oral reading.

5. The entire passage or story is then read in phases, alternating choral, silent, and individual oral reading. If the reading passage is lengthy, selected parts of it may be covered by silent reading only, according to the procedure explained below under "Silent Reading."

6. The teacher, or selected pupils, writes questions and /or comprehension exercises on the board, the answers to which will form a summary of the entire passage or story. If the passage or story is long, a prepared question-slip can be given to a pupil at the end of each phase of the reading so that all questions and answers will be on the board by the time the entire passage has been completed.

SILENT READING. At a later stage, extensive silent reading of new material should be practiced for rapid grasp of content and greater extent of coverage. In silent reading, pupils should be trained in techniques of inference from cognates, word analysis and context (the "intelligent guess"). Also appropriate at this point is instruction in the discriminative use of end vocabularies and of the bilingual dictionary. Silent reading should be carefully controlled to avoid superficial skimming of the printed text. A recommended procedure is the following: after initial motivation, the teacher writes on the board (a) the page and line limits of the selection to be read; (b) the time allowed for completing the reading; (c) clues to clearance of comprehension blocks; and (d) key questions to guide the reading and permit self-checking of comprehension. While the pupils read silently, the teacher circulates around the room to render individual assistance. An oral summary based on the key questions, or a written comprehension quiz concludes the silent reading lesson. Silent reading may also be combined with intensive reading, especially in lengthy reading passages.

SUPPLEMENTARY READING. Supplementary reading in Hebrew may be started in Level II and continued at every level thereafter. In the beginning, only selections keyed to the textbook, or "plateau" readers on the second level, preferably with marginal vocabulary, should be used. Readers with high density of new vocabulary and structures should be avoided during the early levels. It is also advisable to avoid the use of bilingual readers, *i.e.* those with alternate pages carrying a complete translation of the foreign text. The temptation to read only the English is too great for most pupils.

Outside reading in English is justifiable in foreign language study because it enables pupils to explore foreign cultural backgrounds some years before they can achieve sufficient mastery in reading Hebrew on a level comparable to the interest and maturity of their English reading. It will therefore help to maintain interest in the study of Hebrew, contribute to the aim of cultural enrichment and provide correlation with other subject areas (English, Social Studies, *etc.).* Supplementary reading in English will also enable the teacher to plan a regular schedule of homework assignments during the pre-reading phase of audio-lingual instruction. However, this type of reading is of minor importance linguistically because one obviously does not learn to read Hebrew by reading English.

An adequate supplementary reading program would require the following: (a) provision of a library devoted to foreign languages; (b) a generous stock of books, newspapers and magazines, both in English and in Hebrew, with several duplicates of each title, and including prose, fiction, poetry, drama, travel, biography, science, history, sports, *etc.;* and (c) annotated reading lists classified by levels.

A recommended procedure is the following: (a) pupils consult the reading lists for their particular level and record their choices on slips; (b) each pupil reads to the class the description of his chosen book and gives a reason for his choice; (c) the teacher sets up a schedule of dates for reports, and supplies the class with mimeographed outlines to be filled in by the pupils (see p. 133 for a suggested outline); (d) interim reports may be given to check on progress and to maintain interest; (e) reports may be oral or written and should follow the outline supplied by the teacher; (f) one report per day can be taken up in the first few minutes of the lesson. *Caution:* Not more than twenty minutes per week should be taken for such reports.

The following is a recapitulation of the principles to be observed by the teacher in planning activities to promote reading skill and in selecting or preparing reading materials.

1. Reading readiness is reached at the end of the pre-reading phase of audio-lingual instruction; *i.e.* after the pupils have mastered the basic sound-structure patterns of Hebrew. In the beginning, pupils should read only what they have learned to understand and to pronounce.

2. The transition to the reading of new material should be through intensive reading instruction and should follow the learning sequence of listening and repeating before reading. Blocks to comprehension and fluency should be cleared up before the reading proper begins.

3. Silent reading for quick grasp of content should be systematically practiced in addition to intensive reading. Definite timing, comprehension clues and content questions provide the necessary controls.

4. Supplementary reading, preferably in Hebrew, requires graded reading matter on about the same level that pupils have attained through audio-lingual practice and intensive reading.

5. Reading matter should have intrinsic interest, cultural value, and should correspond to pupil experience, real or potential.

Writing

The skills of direct comprehension in listening to and in reading Hebrew are reinforced by writing what has been heard and seen. Similarly, the correct writing of what the pupil can pronounce may act as a reinforcement of speaking skill, especially for visual-minded pupils. However, the frequent disparity between sounds and the different ways in which they can be spelled, not only within the Hebrew language, but as contrasted with English, make it advisable to postpone systematic practice in writing until the pre-reading phase of audio-lingual instruction has been completed; *i.e.* soon after the pupils have been introduced to reading. However, a limited amount of writing in Hebrew during the pre-reading phase of instruction may be introduced. Such writing activities are to be treated as a part of word study and may include labeling or the printing of titles or captions. This may be done on outline maps, pictures of objects in a room, color charts, pictures of members of the family, animals, flowers and trees, floor plans, furniture, *etc.* Compiling a picture dictionary is also a valuable means of vocabulary learning. Activities of this type are designed to promote "writing readiness" and are suitable in Level I as a prelude to imitative writing, especially for younger children.

IMITATIVE WRITING. When first introduced systematically, writing should be practiced with subject matter which the pupil has already mastered audio-lingually and experienced visually through reading. Such writing is termed "imitative writing" and consists of copying memorized or familiar material. Imitative writing should be practiced frequently, using a few key sentences taken from a dialogue, or other material, a lesson or two previous to the one currently being learned. Writing memorized or familiar material from dictation is a more complex form of practice which, at this stage, should be done only with material that has first been practiced by copying. New material should be avoided, since the aim is not to have the pupils synthesize the spelling haphazardly, but rather to achieve automatic accuracy in reproducing the sound-spelling patterns of Hebrew. Using complete phrase or sentence units in coherent context will prevent imitative writing from becoming mechanical and devoid of meaning.

DICTATION. A further variation of imitative writing would extend to the copying and, later, writing from dictation, of already memorized dialogues, dialogue adaptations, drills and rhymes or songs. A transition from imitative writing to dictation is "spot dictation," in which the teacher reads an entire sentence which the pupil sees on his practice sheet, but with one word missing, which he supplies in writing. After reading has been introduced, short selections from a reading passage may be used for copying practice and for subsequent writing from dictation. For dictation purposes, the passage should consist of a few lines in context, carefully screened to eliminate unfamiliar vocabulary and structures. Where such screening would disrupt the context, the teacher should write the unfamiliar items on the board for the pupils to copy.

When planning a schedule of dictations, the teacher should keep the following in mind: (a) dictation should be given at regular and frequent intervals as a reinforcement of auditory comprehension, as an aid to retention, as a review, and as a diagnosis of errors; (b) the passage selected should be closely related to the particular structural point, idiom, or pronunciation topic being taught or reviewed; (c) the time element should be carefully controlled so that dictation is only part of a larger language learning unit and not an end in itself; (d) the same dictation may be given later for reteaching or testing; (e) the pupil should keep dictations in a notebook so that he will have a record of his errors and corrections to be reviewed before the next dictation; (f) gifted pupils or native speakers should be trained to give dictations and conduct correction work; (g) recorded dictations may also be used for dictation practice.

A suggested procedure for administering dictations is: (a) the teacher selects a reliable pupil to write his dictation on the rear board; (b) before the first reading, the teacher introduces the passage with a brief motivating comment; (c) he reads the entire passage at normal tempo while the pupils listen; (d) at the second reading, the teacher reads the passage in breath groups, giving punctuation in Hebrew, while the pupils write; choral repetition may ensue at this point before the pupils write; (e) a third reading follows at normal tempo while pupils proofread their work, correcting errors and filling in omissions; (f) pupils may then exchange papers for correction; (g) the class volunteers suggestions for correcting the work at the rear board; (h) corrections are made by the class secretary and the entire corrected passage serves as a model for the corrections being made by the class; (i) a final critique summarizes the most common errors and the techniques for avoiding them in future written work.

GUIDED WRITING. After the basic sound-spelling patterns of the foreign language have been mastered through imitative writing and dictation, practice in writing short completions or answers may be started. Since this intermediate phase in the development of writing skill consists of short, written responses guided by the teacher, such writing practice is termed "guided writing." Included in this type of writing are (a) completions of statements based on dialogues; (b) completions of pattern drills; (c) answers to dialogue questions; and (d) answers to reading-comprehension questions.

Careful grading of all these forms of writing stimuli is necessary to keep the written responses on the same level which the pupils have attained audio-lingually and visually. Progression in difficulty should be gradual so as to minimize errors.

CONTROLLED WRITING. A subsequent stage of writing practice begins with the writing of directed dialogue; *i.e.* the teacher instructs the pupils, either in English or in Hebrew, to write what they would say or ask or do in a given dialogue situation. Accurately written responses of this type depend on previously acquired facility gained through transformation and substitution drills. Since the written responses are controlled by the teacher's instructions relative to dialogue variation, this type of writing practice is called "controlled writing." Similar transformation of dialogue material, controlled by the teacher, includes the writing of dictated dialogue with tense or person changes. After basic reading skills have been established, further controlled writing can be done by rewriting a narrative passage in dialogue form, or vice versa. Rewriting a dialogue or reading passage in the form of a letter represents a more advanced type of controlled writing. The culmination stage of controlled writing is reached with the writing of a summary, entirely in the foreign language, either of a dialogue or of a reading passage. The summary may first be done orally, with oral or written cues supplied by the teacher. Written cues or a phrase outline on the board will then control the final summary.

The following is a summary of the principles to be observed by the teacher in planning and carrying out a systematic program to develop writing skills:

1. The aim of writing practice is to achieve automatic accuracy in reproducing in written form the sound-spelling patterns of the Hebrew language.
2. Systematic practice in writing Hebrew begins after the pre-reading phase of language learning. During the pre-reading phase, a program of writing or printing which leads to "writing readiness" may accompany word study. Activities leading to "writing readiness" consist chiefly of labeling pictures, charts and maps, and of compiling picture dictionaries.
3. Development of writing skill progresses from simple to increasingly complex forms of writing practice on the principle of "minimal increment"; *i.e.* the addition of one new feature at a time to reduce possibilities of error.

4. After "writing readiness" activities, the simplest forms of Hebrew writing practice are copying and writing from dictation of already memorized or familiar material; *i.e.* "imitative writing."

5. Dictation of familiar material should be a part of every language learning unit. Passages for dictation should be keyed to the level of audio-lingual and reading mastery already attained by pupils.

6. Next in order of complexity after imitative writing is practice in "guided writing" of short completions or answers. Written responses expected of pupils should not exceed levels already attained.

7. "Controlled writing" begins with the writing of directed dialogue and progresses to the writing of dialogue adaptations and pattern drills. More advanced forms of controlled writing include changes of form from narrative to dialogue and vice versa. The writing of cued summaries is the final phase that leads to directed composition.

PATTERNS FOR DRILL

Constructing and Using Pattern Drills

Pattern practice is essentially "the learning of language structure through the repetition of utterances in which the patterns (of sound, order, form and choice) are either identical or have only small and consistent differences." (Politzer: see *Bibliography.*) With many repetitions and manipulations of acceptable, meaningful utterances drawn from the basic dialogues, pupils perceive the pattern and begin to automatize it. Learning is carried on through the language; grammatical analysis gives way to learning by analogy; class time is devoted almost entirely to the building of language habits instead of the development of language rules.

Politzer identifies a pattern or structure as "the common element of different sentences or phrases which have the same *structural* meaning." A single sentence, clause or phrase in the foreign language is not a pattern in itself but an example of a pattern. The pattern gives the grammatical relationships; the structural meaning remains the same even when lexical items in the utterance are replaced. In the utterance

שם הילד הזה שמואל we may substitute הבחור הזה,
המורה הזה, התלמיד הזה, האיש הזה, הנער הזה, *etc.,* for
הילד הזה, and/or we may substitute יוסף, שאול, שלמה, אריה,

etc. for שמואל without altering the basic structural meaning or the grammatical relationships. The many new responses created from the original pattern example will help to develop an automatic response to the overall pattern which has remained constant.

Pattern example:	שם הילד הזה שמואל.	
Substitution 1.	הנער הזה	
Substitution 2.		יוסף
Substitution 3.	הבחור הזה	
Substitution 4.		שאול
Substitution 5.	האיש הזה	
Substitution 6.		שלמה
Substitution 7.	התלמיד הזה	

The pattern example שם הילד הזה שמואל may be called a frame with three slots.

Slot 3	Slot 2	Slot 1
שמואל	הילד הזה	שם

In the substitution drill outlined above (a progressive substitution), slots one and three are replaced alternately. Earlier drills with the pattern example would have comprised a series of substitutions with slot one, followed by a series of substitutions with slot three and culminating with the progressive substitution.

Pedagogical Values of Pattern Drills

1. Many repetitions and manipulations of authentic patterns of speech enable students to automatize responses more rapidly.
2. Emphasis upon analogy through foreign language patterns presented and practiced audio-lingually eliminates obstructive features of grammatical dissection and formal terminology.
3. Students are made to produce correct utterances from authentic models; they do not construct or create utterances of their own.
4. Correction is immediate.

Developing Pattern Drills

Many recent foreign language textbooks include in the pupil edition and/or in the teacher's manual a variety of pattern drills. Until such texts are adopted uniformly, it will be necessary for the teacher to adapt a traditional text, developing patterns as examples from text material. The following suggestions may be useful in the selection of pattern examples and in the development of pattern drills.

1. Select the model sentence wholly or in large part from the dialogue or text material.
2. Select for extensive drill those frames which differ most widely from the native language in sound, order or form.
3. Drill one structure at a time.
4. Employ sufficient practice for mastery of the structure being drilled.

Conducting Pattern Drills

1. The drills are introduced and conducted orally without reference to the written symbol.
2. Several choral repetitions of pattern models and variants (pattern examples with appropriate changes) are made.
3. Specific instruction—in English if necessary—must be given to pupils on the change to be made and the way to make it.
4. After a sufficient number of complete repetitions, the teacher's cue is followed by choral, group and individual responses.
5. The tempo should be rapid, encouraging immediate responses and discouraging analysis or translation.
6. A grammatical generalization may be given after the drill is completed.

Dialogues and Related Drills

An analysis of a suggested unit for Level I which includes a dialogue and a series of related drills will provide concrete suggestions for the development of suitable classroom activities.

The basic dialogue is the "core" of the unit. "It is important for drills to be related to actual situations that may be encountered in the country where the language is spoken. The relationship between the structural patterns and real situations is best determined through the medium of the dialogue." (Belasco: see *Bibliography.*)

1. The dialogue should be relatively short, consisting of no more than eight lines.
2. No more than two or three roles should be included in a context of situational interest to adolescents.

3. The learning procedure should include:
   a. *Exposition or English equivalencies*
   Students should be given the English equivalencies of the foreign language utterances to insure comprehension.
   b. *Stage One: Dialogue for Listening*
   The teacher reads complete dialogue at normal speed several times from various parts of the room as pupils listen. The teacher reads each utterance several times as pupils listen.
   c. *Stage Two: Dialogue for Learning*
   Utterances are built up cumulatively, often going from the end of the sentence to the beginning. Pupils repeat in chorus, in groups, by rows and individually. The backward build-up for היום אנחנו לומדים בבית שלי. נכון ? is

נכון ?
בבית שלי. נכון ?
אנחנו לומדים בבית שלי. נכון ?
היום אנחנו לומדים בבית שלי. נכון ?

   d. *Stage Three: Dialogue for Fluency*
   Each utterance is spoken twice by the teacher with enough time allowed between them so the student can repeat.
   e. *Stage Four: Dialogue for Comprehension*
   Repetition of dialogue as presented in Stage One with different voices (perhaps recorded on tape). Pairs of individual pupils may recite roles of the dialogue.

Suggested Dialogue and Drills, Level I

Suggested Dialogue

רות 1. היום אנחנו לומדים בבית שלי. נכון ?
דוד 2. כן. איפה את גרה ?
רות 3. אני גרה ברחוב ביאליק, מספר מאה.
דוד 4. הבית רחוק מפה ?
רות 5. לא. הנה הבית שלי.
דוד 6. זה בית יפה מאד.

Dialogue Adaptation

The dialogue adaptation helps to personalize the dialogue utterances and assists in the memorization of the various dialogue lines. The structural items and vocabulary of the dialogue are now included in questions to individual pupils, in which they assume their own identities rather than those of **רות** and **דוד**. In the directed dialogue and relay drills, pupils ask questions of the teacher at the teacher's cue (the simple **שאל אותי — הבית רחוק מפה ?** before the more complex **שאל אותי אם הבית רחוק מפה**). Pupils are also directed to ask questions of their classmates:

שאל את שמואל אם הבית רחוק מפה.

1. Personalized Conversation

Question-answer practice between teacher and pupil based on the dialogue.

T. אני גר (גרה) ברחוב ביאליק. האם אתה גר (את גרה) ברחוב ביאליק ?
P. כן, אני גר (גרה) ברחוב ביאליק.

2. Relay Drill (Chain Drill)

Question-answer practice begun by the teacher and continued from pupil to pupil.

T. אני גר (גרה) ברחוב ביאליק. האם אתה גר (את גרה) ברחוב ביאליק ?
P. כן, אני גר (גרה) ברחוב ביאליק.
T. שאל (שאלי) את יונתן : „האם אתה גר ברחוב ביאליק ?”
P. יונתן, האם אתה גר ברחוב ביאליק ?
P. כן, אני גר ברחוב ביאליק.
T. שאל (שאלי) את שושנה : „האם את גרה ברחוב ביאליק?”
P. שושנה, האם את גרה ברחוב ביאליק ?
P. כן, אני גרה ברחוב ביאליק.

3. Directed Dialogue

Question-answer practice between two individuals directed by the teacher.

T. שאל (שאלי) אותי : „איפה אתה גר (את גרה) ?”
P. איפה אתה גר, אדוני (את גרה, גברתי) ?
T. אני גר (גרה) ברחוב ביאליק.
T. שאל (שאלי) את יוסף איפה הוא גר.
P. יוסף, איפה אתה גר ?
P. אני גר ברחוב ביאליק.
T. מרים, שאלי את יוסף איפה הוא גר.
מרים : יוסף, איפה אתה גר ?
T. יוסף, ענה לה שאתה גר ברחוב ביאליק.
יוסף : אני גר ברחוב ביאליק.

Structure Drills

1. Repetition Drill

The repetition drill is the basic drill for the presentation of inflectional endings of regular and irregular verbs, new vocabulary and new structural items. Note that complete meaningful utterances are used and that the first and second persons are thoroughly drilled before the third person is presented.

Presentation of Pattern
Followed by Repetition Drill
גור
(Present Tense)
First and Second Persons: Singular and Plural

(This exercise should be practiced until the pattern is learned.)

Teacher	Pupil
אני גר (גרה) בבית יפה.	Repeats each line after the teacher.
אנחנו גרים (גרות) בבית יפה.	
אני ויוסף גרים בבית יפה.	
אני ושרה גרות בבית יפה.	
אתה גר (את גרה) בבית יפה.	
אתם גרים (אתן גרות) בבית יפה.	
אתה ויוסף גרים בבית יפה.	
את ושרה גרות בבית יפה	

2. Substitution Drills

In this type of drill the pupils are asked to replace the subject in the model sentence with a different person, number and/or gender. They must then make the proper correlation with the inflectional ending of the verb **גור**.

Example: (Person-Number)

המורה	התלמיד
אתה גר רחוק מפה.	אתה גר רחוק מפה.
אתם	אתם גרים רחוק מפה.
אני	אני גר (גרה) רחוק מפה.
אני ויוסף	אני ויוסף גרים רחוק מפה.
את	את גרה רחוק מפה.
אתן	אתן גרות רחוק מפה.
את ושרה	את ושרה גרות רחוק מפה.
אנחנו	אנחנו גרים (גרות) רחוק מפה.
אני ושרה	אני ושרה גרות רחוק מפה.

Other types of substitution drill involve replacements in one or another slot in a frame.

Example: (Phrase) היום אנחנו לומדים בבית שלי.

Teacher cue: (בבית הספר)

Pupil response: היום אנחנו לומדים בבית הספר.

Teacher cue: (בספריה)

Pupil response: היום אנחנו לומדים בספריה.

The above drills should be used to present the 3rd person, singular and plural, of the verb.

3. Transformation Drills

Transformation drills involve changing models from singular to plural, from plural to singular, from affirmative to negative, from declarative to interrogative, substituting a pronoun for a noun and changing from one tense to another. The student should be told in English if necessary—with models and variants—exactly which changes he will be asked to make.

Examples:

a. Changing from Singular to Plural and Vice Versa:

המורה	התלמיד
אני גר ברחוב הכרמל.	אנחנו גרים ברחוב הכרמל.
אתם גרים ברחוב הכרמל.	אתה גר ברחוב הכרמל.

b. Changing of Noun to Pronoun:

שרה ואני גרות בבית יפה.	אנחנו גרות בבית יפה.
יוסף ואני גרים בבית יפה.	אנחנו גרים בבית יפה.

c. Changing from Masculine to Feminine and vice versa:

אתה גר ברחוב הירדן.	את גרה ברחוב הירדן.
אתן גרות ברחוב הירדן.	אתם גרים ברחוב הירדן.

4. Response Drills

These are drills in which the answers are patterned after the questions and in which the structures and vocabulary of the dialogue can be drilled in a natural situation. The order of questions is from the simple to the complex: a *yes* or *no* response, a choice of items, a cued response and finally a complete answer.

Examples:

המורה	התלמיד
	a. Yes-No Questions
האם אתה גר ברחוב הירדן ?	כן, אני גר ברחוב הירדן. לא אני גר ברחוב הרצל.
האם את גרה ברחוב הכרמל ?	כן, אני גרה ברחוב הכרמל. לא, אני גרה ברחוב הרצל.
	b. Cued Responses
(בירושלים) איפה אתה גר ?	אני גר בירושלים.
	c. Complete Answers
האם אתה גר בתל־אביב או בחֵיפה ?	אני גר בחיפה.
איפה אתם גרים ?	אנחנו גרים בניו־יורק.

5. Replacement Drill

This drill has been described above as a progressive substitution drill. Two or more slots are replaced in regular order but only one substitution is made at one time. It is a somewhat difficult drill since pupils must listen carefully to the cues for different slots and must make immediate and accurate replacements in the utterance. Several repetitions of this drill are recommended.

Example:

המורה	התלמיד
את גרה בבית יפה.	את גרה בבית יפה.
— — בחיפה.	את גרה בחיפה.
אני — —	אני גרה בחיפה.
— גר —	אני גר בחיפה.
יוסף — —	יוסף גר בחיפה.
— — בבית יפה.	יוסף גר בבית יפה.
אני — — —	אני גר בבית יפה.
— גרה — —	אני גרה בבית יפה.
את — — —	את גרה בבית יפה.

6. Translation Drill

This drill is used only when the foreign language utterance is vastly different from the native language pattern and when the pupil has mastered the vocabulary.

Example:

המורה	התלמיד
האם אבד לך הספר ?	האם אבד לך הספר ?
Have you lost the pen?	האם אבד לך העט ?
Have you lost the pencil?	האם אבד לך העפרון ?
Have you lost the notebook?	האם אבדה לך המחברת ?
Have you lost the watch?	האם אבד לך השעון ?
היודע אתה לדבר עברית ?	היודע אתה לדבר עברית ?
Can you sing in Hebrew?	היודע אתה לשיר בעברית ?
Can you read Hebrew?	היודע אתה לקרא עברית ?
Can you write Hebrew?	היודע אתה לכתב עברית ?

7. Expansion Drill

In this drill, the original sentence is expanded at each step by the addition of a word or phrase.

Examples:

התלמיד גר בבית.
התלמיד גר בבית בעיר.
התלמיד גר בבית בעיר חיפה.

היום אנחנו לומדים עברית.
היום אנחנו לומדים עברית בבית שלי.
היום אנחנו לומדים עברית בבית שלי בשעה ארבע.

TEXTBOOK ADAPTATION

At the present time the number of pedagogically suitable "kits" of integrated audio-lingual materials is limited. Although new materials of this type are being published to an increasing extent, and earlier materials are being re-issued in revised editions, they are all in a state of transition and must still be considered experimental. It would be foolhardy to attempt to replace all present textbooks with materials that are still in the experimental stage, even if this were financially possible; but a beginning can be made to a limited extent and on a trial basis. For the most part, however, it will be necessary for the teacher to adapt already available textbooks to the audio-lingual approach.

Fortunately, most of our available textbooks begin with an aural-oral approach and contain dialogues and passages that can easily be adapted to the new program of instruction. Adaptation of the textbook, whether of the old or of the new type, will in any case be necessary, for there is no one-to-one correspondence between the scope and sequence of topics in this bulletin and any presently available textbook or new-type kit.

The adaptation of the beginning lessons of the textbook in the form of daily lesson units is of great importance in order to articulate the content of pre-textbook instruction with subsequent use of the textbook after reading and writing have been introduced. The adaptation may be done by a planning committee of all the teachers of beginning classes in a particular language. Patricia O'Connor (see *Bibliography)* recommends the following procedure for this committee:

1. Determine the number of class periods to be devoted to pre-textbook instruction.

2. Using the present bulletin, make a selective inventory of those Level I structures, vocabulary and idioms which can be taught for audio-lingual mastery within the time determined above.

3. Compare this inventory with the beginning lessons of the textbook and record the lesson and page numbers where the inventory items occur.

4. Select from the textbook those dialogues or basic sentences which illustrate the inventory items, and construct additional basic sentences if necessary.

5. Divide the list of inventory items and basic sentences into one-period presentation units, using the section of this syllabus entitled *Patterns for Drill* as a model.

6. Provide for recurrence of inventory items in the presentation units, and draw up review units after every few presentation units.

7. Determine appropriate audio-lingual methods for each presentation unit, using as a model the section of this syllabus entitled *Developing the Language Skills, Levels I and II.*

8. Prepare a final teaching script for each daily unit to be presented during the entire period of pre-textbook instruction.

USE OF THE TAPE RECORDER

Audio-lingual procedures call for specific use of audio aids. Teachers will, of course, adapt these aids to the particular needs of their classes. The most important classroom audio aid is the tape recorder. Some suggestions for using the recorder are:

1. Basic dialogue, vocabulary, and structures may be recorded for presentation and for drill. The script should be spaced to allow enough time for pupil repetition or response. Such a drill device can be used again and again.

2. Music may be recorded in advance to accompany songs.

3. Pupils' speech should be taped at various stages for recording progress and for diagnosing needs for further drill and correction.

4. Stories based on previous learnings may be recorded for purposes of testing comprehension.

5. Material relevant to the course of study may be taped in advance and used in the classroom.

6. For further suggestions regarding taped materials, see the section entitled *The Language Laboratory,* pp. 159-172.

7. The use of taped material should be limited generally to short periods (10 to 15 minutes).

Preparation of Tapes by Teachers

Operation of the tape recorder requires practice by the teacher. Help is available in every school to aid teachers not familiar with the operation of the tape recorder.

1. Making the First Tape

- a. Learn the mechanics of operating the recorder.
- b. Have a prepared script, such as the basic dialogue or review story of the unit.
- c. The recorded speech must be at normal speed.
- d. Read the script and then play back the tape and listen to your voice. Your voice will sound strange to you, particularly if you have never heard it on a recording.
- e. You may need to experiment with tone and volume control. Since the recordings on tapes are easily erased, the same tape may be used many times for practice until you master the techniques and get the results you need.

2. Other Suggestions for Preparing Tapes

- a. In taping a song for the first time, arrange for the assistance of the music department.
- b. In taping pattern drills, provide space (pauses) on the tape sufficient for pupil practice of each model expression.
- c. Taping a variety of voices, male and female, is recommended in ear training so that the pupil does not become accustomed to hearing only one voice and to comprehending only when he hears that voice.

HOMEWORK

A planned schedule of definite homework assignments from the very beginning of the Hebrew course is essential to inculcate proper study habits and to reinforce habits of pronunciation acquired during the first weeks of instruction. Consequently, during the pre-textbook phase, homework assignments should be oral and should be based only on material whose pronunciation, rhythm and intonation have been firmly established under teacher guidance in the classroom. Only what has been mastered orally in class should be assigned for home practice. Ideally, this would entail the provision of individual "take-home" recordings which are supplied by many publishers of basic textbooks and of so-called "integrated language programs" which include sets of tapes and/or recordings to accompany the audio-lingual textbook.

If individual take-home records are not available, it is advisable, during the first few weeks of the pre-textbook phase, to plan area and background assignments in English. Brief reports of these assignments can be given, one per day, at the beginning of the class period. Suitable topics are:

1. Orientation discussions by pupils with their parents. (What are our present-day individual and national needs in foreign languages? Why are reading and writing postponed in favor of audio-lingual practice? *etc., etc.*)
2. Values of the study of Hebrew (cultural, vocational)
3. Cultural geography of Israel
4. Hebrew ethnic and language islands in the community and in the United States
5. Exports and imports between Israel and the United States
6. United States relations with Israel (political, cultural)
7. Contributions of the Hebrew-speaking people to the civilization of the United States and of the world
8. Hebrew literary masterpieces in English translation
9. Musical masterpieces by Israeli composers
10. Hebrew-speaking celebrities in art, science, industry and politics
11. Hebrew and Israeli influences in the community (dress, customs, films, shops, newspapers, radio programs, cultural organizations)
12. Famous Hebrew-speaking actors and actresses

When the "writing readiness" program is instituted, homework possibilities are increased. Suitable assignments of this stage are:

1. Filling in mimeographed outline maps
2. Labeling news and magazine clippings to illustrate vocabulary learned in class
3. Compiling a picture dictionary

4. Drawing sketches to illustrate the topic of a dialogue which pupils have learned and which they can then describe in class in Hebrew
5. Making a color chart labeled in Hebrew
6. Drawing a floor plan of the classroom or of the home, labeling rooms, furniture, *etc.*
7. Drawing and labeling a costume chart
8. Making a calendar with the names of the days and months in Hebrew
9. Listing and illustrating a menu in Hebrew
10. Pasting coins or stamps on a chart and labeling their names and denominations
11. Drawing up an itinerary of a projected trip to Israel
12. Drawing or clipping a picture of a common school or household appliance, or of a vehicle, giving its Hebrew name and labeling its parts in Hebrew
13. Making a dummy passport, with the pupil's picture and requisite data
14. Making a drawing of the human figure and labeling the parts of the body in Hebrew

When reading is introduced, homework assignments may be given for the reading of dialogues, of selected reading passages, and of controlled or original dialogues or skits. In the beginning stages of writing instruction, assignments will include copying of selected material that has been mastered audio-lingually and visually. This will be followed by written homework involving pattern drills, variations, substitutions, transformations and complete answers to dialogue and to reading comprehension questions. Assignment of selected textbook exercises will become a regular feature of homework after reading and writing have been introduced.

The general principles to be observed in planning and assigning homework are:

1. Homework should be based only on what has been learned in class.

2. Oral practice of the assignment in class should always precede work that the pupils are to do at home.

3. Homework should be properly motivated and precise directions given as to the extent of the work and the operations to be performed.

4. The assignment should not be too complex or too lengthy.

5. Provision should be made for individual differences; *i.e.* an extra amount, or a more difficult exercise, should be made optional for extra credit.

6. Correction of homework under teacher supervision should follow regularly after each assignment.

THE TEACHING OF CULTURE

INTRODUCTION. Culture is a many-faceted study that embraces the social sciences, anthropology and the arts. Aspects of culture treated by the social sciences are chiefly history, geography, economics and politics. Anthropology, or the science of human behavior, studies a much broader field which includes the whole cultural environment of a linguistic area; *e.g.* social organization, ethnic characteristics, modes of behavior, education, customs, folkways, value systems, *etc.* Pertinent to the arts are the study of literature, music, dance, sculpture, architecture, *etc.* Considering its many ramifications, the field of cultural study is so vast that it presents a problem of selection and time scheduling to the foreign language teacher, whose main concern must be the teaching of the foreign language itself.

Attempting to superimpose a complete course in Hebraic culture upon the time-consuming business of teaching Hebrew is obviously impossible within the time allotted. Selecting a few random topics of culture such as writers, musicians, scientists, statesmen, *etc.*, is also unsatisfactory, for this generally leads to fragmentary knowledge. However, if we follow the suggestion of Politzer (see *Bibliography*), and define culture as the totality of the ways of life of a language community, and if we view language as the essential medium for its expression, then we affirm the identity between language and culture which makes teaching the one tantamount to teaching the other. In other words, we can teach the foreign culture *in* and *through* the foreign language itself. By integrating language with culture, teachers of Hebrew may rest assured that in teaching the Hebrew language, they will *ipso facto* be teaching Hebraic culture; moreover, they will be teaching an aspect of culture which lies within their special province and which, usually, is not taught by teachers of related subjects, *e.g.* social studies.

LANGUAGE AS CULTURE. From the point of view of language as culture, the cultural subject matter to be taught is contained in the basic textbook or in the materials of instruction. The dialogues learned during the pre-textbook phase contain cultural data which are integral with language. For example, an inevitable concomitant of teaching the forms of address is teaching the social customs and situations which determine the use of one form rather than another. The very rules for using the forms of address afford cultural insights as to the psychology of the foreign people, their attitudes of respect for elders and strangers, their sensitivity to nuances of speech reflecting family relationships, degrees of intimacy, and differences of age and of social status. All of these insights represent cultural data which are taught integrally with linguistic skills.

CULTURE IN THE PRE-READING PHASE. In order to teach culture in terms of insights into the ways of life of the foreign people as reflected in their everyday speech, the teacher should make an inventory of culture-laden structures, vocabulary, idioms, proverbs, sayings, *etc.* which occur in the lessons to be covered audio-lingually during the pre-reading phase. After each such item, the teacher should note its cultural implications, as was done above with the forms of address. The list of linguistic-cultural topics so derived furnishes the cultural subject matter to be taught and tested during the pre-reading phase. Most of the following topics suggested to the teacher have been abstracted from a cultural inventory by Nelson Brooks. (See *Bibliography.*)

Linguistic-Cultural Topics

1. forms of address
2. greetings and farewells
3. polite phrases
4. intonation and meaning
5. use of expletives
6. levels of speech
7. the number system
8. cognates and loan-words
9. word formation
10. proverbs and sayings
11. rhymes, jingles and songs
12. classroom expressions
13. formulas for introductions
14. phrases used in telephoning

No attempt has been made to apply these topics to any particular textbook. Each teacher will adapt these suggested topics to the textbook or materials being used. Only those topics which actually occur in the teacher's own inventory should be taken up during the pre-reading phase. Topics should be treated in their natural dialogue context. Cultural contrasts and comparisons should be brought out by reference to pupils' experiences. To avoid excessive explanation in English, appropriate responses in Hebrew and appropriate actions and behavior should be the criteria for judging whether pupils have learned, in a functional sense, the linguistic-cultural implications of a dialogue situation. Whenever possible, the teacher should make use of audio-visual aids keyed to the textbook or teaching materials; *e.g.* disc- or tape-recorded dialogues accompanied by slides or filmstrips, and sound-films providing an authentic cultural background to Hebrew speech.

CULTURE IN READING AND WRITING READINESS ACTIVITIES. As was indicated in previous sections of this bulletin, a certain amount of reading in English, and of writing in either English or Hebrew, would be done during the pre-reading phase of instruction. Reading and writing, at this early stage, were referred to as "reading readiness" and "writing readiness" activities. It was recommended that these activities should not be overemphasized at the expense of language learning practice.

One of the principal values of these activities is that they permit the exploration of cultural backgrounds beyond the strictly linguistic-cultural topics suggested above. Outside reading in English, for example, could conceivably range over the entire gamut of Hebraic culture, limited only by the time available and the maturity of the pupils. Map-making could tie in with geography and travel; making a calendar, with holidays and festivals; drawing and labeling an anatomical chart, with physical exercise and health; drawing a costume picture, with native garb and contrasts in dress and grooming, *etc.*

In planning and assigning such activities and projects, economy of time should be a guiding principle. It is neither necessary nor advisable, at this stage, to treat these topics exhaustively. The systematic study of culture need not begin until later, when it can be done entirely in Hebrew via a cultural reader.

For detailed suggestions as to projects and activities during the pre-reading phase, see the preceding sections entitled *Supplementary Reading,* p. 16, *Writing,* p. 17, and *Homework,* p. 32.

CULTURE INTEGRATED WITH READING AND WRITING. In the second half of Level I, after reading and writing have been introduced, the range of cultural topics will be widened to include some which are not strictly of the linguistic-cultural type given above. These cultural topics will still inevitably retain linguistic overtones, but increasing emphasis will be placed on the situations and content of dialogues and reading material. In many up-to-date foreign language textbooks for secondary schools, this content deals with features of everyday life in the foreign country in situations comparable to those which confront American youngsters of high school age. Again the teacher is cautioned not to engage in an exhaustive treatment of culture topics. Only those which occur in the textbook being used should be taken up.

In addition to the broad cultural insights and appreciations afforded by the foregoing cultural topics, both linguistic and situational, specific cultural data for Levels I and II are listed under the *Content and Scope* for these levels (pp. 54-56; 67-69). This is done to provide a body of common learnings dealing with Hebraic culture for all pupils in Levels I and II, no matter in which division or grade they happen to be. Similarly, cultural data for subsequent levels are given under *Content and Scope* in each level.

THE TEACHING OF CULTURE IN LEVEL II. The same general principles already established for the teaching of culture in the various stages of Level I should govern the theory and practice of teaching culture in Level II. Topics already begun may now be resumed, but previously acquired knowledge and insights should be rounded out and enriched. Culture topics or cultural lessons in the textbooks should be taken up or elaborated when they become pertinent as a result of pupils' interests, observations and experiences.

In addition, some of the previously treated topics which may have been omitted can now be taken up if they occur in the lessons of Level II. As stated above, specific cultural data are listed under *Content and Scope,* Levels I and II, pp. 54-56; 67-69. These should serve as a checklist for the teacher to determine which topics have been omitted. However, whether the topic is old or new, its treatment should be integrated with the teaching of the Hebrew language, should emphasize features of everyday life in Israel and, above all, should aim at the acquisition of insights and appreciations rather than an agglomeration of miscellaneous facts. It may be reasonably assumed that by the end of Levels I and II, pupils will have acquired in the ways suggested above, an experience-based, functional body of knowledge, insights and appreciations that fulfill the cultural aims posited for these levels.

Below is a summary of the principles and practices to be observed by the teacher in planning and teaching the program of cultural study:

1. Language is the essential medium by which the members of a speech community express the whole complex of their ways of life, which constitutes their culture.
2. The study of culture, therefore, is to be viewed from the perspective of everyday life in the foreign speech community in situations comparable to those which confront American pupils of high school age.
3. The aim of cultural study is to acquire understanding, insights, attitudes and appreciations rather than encyclopedic information.
4. Since language is fraught with cultural meanings, the approach to the study of culture should be through the foreign language, *i.e.* the cultural implications of linguistic elements.
5. As far as possible, culture should be taught in the Hebrew language as a concomitant of teaching linguistic skills. Appropriate responses in Hebrew and appropriate actions and behavior may be taken as evidence of functional understanding of the implications of a cultural situation.
6. The further study of culture is rounded out and enriched by activities, projects and reports based on pupils' interests, observations and experiences, and made pertinent by cultural references in the textbook and by current allusions in mass media of information. In addition, to insure the acquisition of common learnings, specific cultural data are listed for all pupils under *Content and Scope* for each level.
7. Audio-visual aids should be geared to the textbook or teaching materials. The classroom should evoke the atmosphere of Hebraic culture through pictures, charts, posters and displays, preferably made or contributed by pupils.

CONTENT AND SCOPE, LEVEL I

Grammatical Structures

The structures listed here are to be taught for mastery within the limits indicated. The model sentences and phrases are illustrations of the applications intended. This does not preclude the occurrence, in a particular level, of structures other than those listed here; but such other structures are not to be drilled for mastery; they are to be treated as vocabulary items. Following this principle, the teacher may make use of whatever vocabulary and patterns are natural in a particular dialogue, limiting intensive drill only to those items which appear in this list.

LEVEL I: FIRST HALF

1. ARTICLE-NOUN COMBINATIONS: הַ, הָ

2. NOUNS
   - a. Gender
   - b. Plurals of masculine and feminine nouns taught in Level I: First Half
   - c. Nouns with possessive adjectives; e.g., המורה שלי, etc.

3. ADJECTIVES
   - a. Agreement and position; e.g., ילד טוב. ילדה טובה
   - b. Attributive and predicative uses of adjectives; e.g., הילד הטוב ; הילד טוב
   - c. Demonstrative adjectives: הזה, הזאת, האלה

4. NUMBERS
   - a. Ordinal numbers from 1 to 10, masculine and feminine
   - b. Cardinal numbers from 1 to 100, masculine and feminine
   - c. Days of the week
   - d. Telling time; e.g.,

     מה השעה ? אחת, שתים ורבע, שלש וחצי, ארבע פחות רבע
   - e. Telling age; e.g.,

בן כמה אתה ? בה כמה את ? אני בן שלש-עשרה. היא בת ארבע-עשרה.

5. VERBS
   - a. Present tense of the verbs taught in Level I: First Half
   - b. Imperative forms of the following verbs:

בא, יצא, למד, שמע, כתב, מחק, שאל, ענה, פתח, סגר, ספר, ספר, דבר,
אמר, ישב, עמד, קם, ראה, הביט, גמר, התחיל, הלך, שר.
   - c. Infinitives:

לבוא, לצאת, ללמד, לשמע, לכתב, לקרא, למחק, לשאל, לענות, לפתח,
לסגר, לספר, לסַפר, לדבר, לשבת, לקום, להביט, לגמר, להתחיל,
ללכת, לשיר.
   - d. Polite expressions: בבקשה ל ...

6. PRONOUNS
   a. Subject pronouns: אני, אתה, וכו׳
   b. Direct and indirect object pronouns: /functional use only/ אותי. לי

7. SIGN OF DEFINITE OBJECT: את

8. INTERROGATION:
   איך, האם, ה, מדוע, מה, מי, מתי, איפה, למה

9. NEGATIVE: לא used in all tenses

LEVEL I: SECOND HALF

1. ARTICLE-NOUN COMBINATIONS: הָ

2. NOUNS
   a. Dual plural; e.g., פעמַים, נעלַים, ידַים
   b. Plurals of irregular nouns:
   חלון, כסא, מלה, בן, בת, אח, אחות, איש, אשה, צפור, בית, עיר, רחוב.

3. VERBS
   a. Present tense of the verbs taught in Level I: Second Half

4. PRONOUNS
   a. Direct and indirect object pronouns: אותי, לי
   b. Possessive: יש לי, אין לי

5. INTERROGATION לאן, מאין, איזה, איזו, כמה

Topical Vocabulary Lists, Level I

These topical vocabulary lists represent the suggested vocabulary to be learned in Hebrew Level I. They are grouped around specific topics to facilitate conversation and composition.

Idiomatic expressions appear in separate lists in this curriculum bulletin.

Verbs appearing in the vocabulary lists are to be learned for their meaning. Consult the list of structures for the treatment of verb forms.

All verbs are given in the past tense, 3rd person, masculine, singular. The teacher will adapt them to the needs of the lesson.

1. SCHOOL

בא
בית ספר
בית ספר תיכון
היה
התחיל
חכה
ילד
ילדה
יצא
יש
מורה
מורה
נער
נערה
תלמיד
תלמידה

2. CLASSROOM

איפה
גיר
דלת
הראה
חדר
כסא
כתה
לוח
מהר
ספסל
פעמון
צלצל
קיר
רצה
שמע

3. LESSON

הבין
הרים
למד
לימד
מחברת
מוחק
מחק
ניר
ספּור
ספר
ספר
עט
עמוד
ענה
עפּרון
קל
קרא
קשה
שאל
שיר
שעור
שר
תמונה

4. HOMEWORK

באור
גליון
הכין שעורים
חזרה
כתב
לא נכון
מלה
מלון
מבחן
משפט
נכון
שאלה
שגיאה
תקן
תרגיל
תשובה

5. LANGUAGE

אמר
איטלקית
אנגלית
גרמנית
דבּר
ידע
לשון
ספרדית
עברית
ערבית
צרפתית
רוסית
שפה

6. FAMILY

אב, אבא
אהב
אח
אחות
איש
אם, אמא
אשה
בן
בעל
בת
הורים
משפחה
סב, סבא
סבה, סבתא
שם, שמי, וכו׳
תינוק

7. RELATIVES AND FRIENDS

בן־דוד
בת־דוד
בקור
בקר
דוד
דודה
חבר
חברה
שכן
שכנה

8. OCCUPATIONS

אופה
אָחות
אמן
חיט
חיל
חלוץ
טיס
מהנדס
נהג
סוחר
סנדלר
עורך דין
פועל
קצב
רופא
שופט

9. COUNTRIES AND NATIONALITIES

איטליה
אמריקה
אמרקני
אנגליה
ארץ
ארץ ישראל
ארצות הברית
בירה
גרמניה
דגל
ירדן
ישראל
ישראלי
לבנון
מדינה
מדינת ישראל
מצרים
סוריה
ספרד
עירק
צרפת
רוסיה
תורקיה

10. COLORS

אדום
אפור
ורוד
זהב
חום
ירוק
כחול
כסף
כתום
לבן
צבע
צהוב
שחור

11. ARTICLES OF CLOTHING

בגד
גרבים
חלצה
חצאית
כובע
כיס
לבש
מטפחת
מטריה
מכנסים
ממחטה
מעיל
מעיל גשם
נעל
נעלים
עניבה
פשט
שמלה
שעון

12. DAYS

יום ראשון, יום א׳
יום שני, יום ב׳
יום שלישי, יום ג׳
יום רביעי, יום ד׳
יום חמישי, יום ה׳
יום ששי, יום ו׳
יום שבת
ערב שבת
ליל שבת
מוצאי שבת

13. SEASONS AND HOLIDAYS

אביב
חג
חופש
חנכה
חרף
ט״ו בשבט
יום העצמאות
יום כפור
ל״ג בעמר
סכות
סתו
פורים
פסח
קיץ
ראש השנה
שבועות
שמחת תורה
תקופה
תשעה באב

14. CARDINAL NUMBERS

אפס
אחד, אחת
שנים, שתים (שני, שתי)
שלשה, שלש
ארבעה, ארבע
חמשה, חמש
ששה, שש
שבעה, שבע
שמנה, שמנה
תשעה, תשע
עשרה, עשר
מאה
מאתים
אלף
כמה ?
ספר
מספר

15. ORDINAL NUMBERS

ראשון, ראשונה
שני, שנית
שלישי, שלישית
רביעי, רביעית
חמישי, חמישית
ששי, ששית
שביעי, שביעית
שמיני, שמינית
תשיעי, תשיעית
עשירי, עשירית

16. TIME

אחרי הצהרים
אחרון
אתמול
בקר
דקה
היום
זמן
חדש
לילה
מחר
ערב
צהרים
רגע
שבוע
שנה
שניה
שעה

17. ANIMALS

אריה
בהמה
גמל
דג
זכר
חיה
חמור
חתול
כלב
נקבה
סוס
פרה
צפור
שור
תרנגול
תרנגולת

18. FRUITS AND FLOWERS

אגס
אשכולית
דובדבן
כלניה
עץ
פרח
פרי
רקפת
שושנה
תפוז
תפוח
תפוח זהב

19. NATURE

אבן
אגם
אדמה
אויר
אור
ברא
דרך
הביט
הר
זרח
חול
חשך
ים
ירח
כוכב
נהר
עולם
עמק
ראה
שדה
שמים
שמש

20. COUNTRY AND SEASHORE

אכר
אניה
ברכה
גן
טיול
כפר
מושבה
משק
סירה
קבוץ
שחה
שט
שיט
שפת הים

21. PARTS OF BODY

אזן
אזנים
אף
אצבע
גוף
גרון
יד
ידים
לב
לשון
עין
עינים
פה
פנים
צואר
ראש
רגל
רגלים
שן
שנים
שפתים

22. HEALTH

בית חולים
בריא
בריאות
חולה
כאב
כאב
לבריאות
מצנן
רפואה

23. WEATHER

גשם
חם
ירד גשם
ירד שלג
מזג אויר
מענן
קר
קרח
רוח
שלג

24. HOUSE AND FURNITURE

אהל
אמבטיה
בית
בנה
גר
דירה
חדר
חדר אכל
חדר מגורים
חדר שנה
מדרגות
מטבח
מטה
מנורה
מפתח
מקלחת
נר
ספה
קומה
רדיו
שלחן

25. MEALS

אכל
ארוחה
ארוחת הבקר
ארוחת הצהרים
ארוחת הערב
גמר
הביא
כוס
כף
כפית
לתאבון
מזלג
מלצר
מסעדה
מפית
סכין
צלחת
שתה
תאבון
תפריט

26. FOODS AND BEVERAGES

ביצה
בשר
גבינה
גלידה
חלב
חמאה
יין
ירקות
לחם
מים
מלח
מרק
סכר
עוגה
תה
תפוחי אדמה

27. THE CITY

חיפה
ירושלים
כביש
ניו־יורק
עבר
עיר
עתון
רחוב
רמזור
רעש
שוטר
תחתית
תל־אביב
תנועה

28. STRUCTURES

אבן
בית כנסת
גג
כנסיה
מלון
מקום
משטרה
ספריה
תחנה

29. STORES AND SHOPPING

בקש
חנוני
חנות
כסף
לירה
לקח
מחיר
מכר
צריך
קנה
שוק

30. SOCIAL RELATIONS

אדון
אדוני
גברת
גברתי
הכיר
הציג
ישב
מכתב
מר
עזר
פגש
קבל
שוחח
שיחה
שלח

31. TRAVEL

אוטובוס
אוירון
הלך
טיול
טיל
טס
ירד
כרטיס
לאן ?
מאין ?
מכונית
נסיעה
נסע
עלה
רכבת
שדה תעופה

32. AMUSEMENTS

טלביזיה
נגן
סרט
עשה
קולנוע
שחק
שחקן
שר
תאטרון

33. DAILY ACTIVITIES

התלבש
התרחץ
ישן
לבש
מנוחה
נח
עבד
עבודה
עמד
קם
רחץ
שב
שכב
שנה

34. LANGUAGE LABORATORY

דבר
האזין
מעבדה
סרטון
קול
רשם-קול
שמע
שנן
תקליט

35. GREETINGS

בסדר
בקר טוב
דרישת שלום
טוב
להתראות
ליל מנוחה
לילה טוב
מה שלומך
מועדים לשמחה
מזל טוב
ערב טוב
שבת שלום
שלום
שלום וברכה
שנה טובה

36. POLITE EXPRESSIONS

אין דבר
בבקשה
בבקשה ל...
סלח לי
סליחה
תודה

Idiomatic Expressions

LEVEL I: FIRST HALF

1. אוי לי
2. אין לי
3. ארוחת בקר
4. ארוחת ערב
5. ארוחת צהרים
6. בלחש
7. בסדר
8. בקול
9. דרך החלון
10. הבקר
11. היום
12. הלילה
13. המותר לי (לצאת וכו׳)
14. הערב
15. הזר על
16. חם לי
17. יש לי
18. לאט לאט
19. מה יש ?
20. מה לך ?
21. על יד
22. קר לי

LEVEL I: SECOND HALF

1. אבד לי
2. אחד אחד
3. אחר הצהרים
4. אחר־כך
5. אחרי ש...
6. אם כן
7. אמר בלבו
8. אף אחד לא
9. אף פעם לא
10. בכמה עולה...?
11. בעל פה
12. בת־צחוק
13. גשם יורד
14. דבר־מה
15. היה ל...
16. ובכן
17. זה אל זה
18. זה עכשו
19. יום יום
20. כואב לי
21. כי־אם
22. כל־כך
23. לא... ולא
24. לעולם לא
25. לפני חדש, שנה
26. לפני ש...
27. מעולם לא
28. על רגל אחת
29. שם לב
30. שמע בקול

Alphabetic Checklist, Level I Vocabulary

This list represents the suggested vocabulary to be learned in Hebrew, Level I. It provides a checklist for the teacher in selecting words for mastery from the textbooks used by the class, and in selecting words for uniform or city-wide examinations.

אב, אבא
אבד לי
אביב
אבן
אגם
אגס
אדום
אדון
אדוני
אדמה
אהב
אהל
אוטובוס
אוי לי
אויר
אוירון
אופה
אור
אותי
אזן
אזנים
אח
אחד, אחת
אחות
אחר הצהרים
אחר־כך
אחרון
אחרי־הצהרים
אחרי ש...
איטליה
איטלקית
אין דבר
אין לי
איפה ?
איש
אכל
אכר
אלה
אלף
אם, אמא
אם כן
אמבטיה
אמן
אמר
אמר בלבו
אמריקה
אמריקני
אנגליה
אנגלית
אניה
אף
אף אחד לא
אף פעם לא
אפור
אפס
אצבע
ארבעה, ארבע
ארוחה
ארוחת הבקר
ארוחת הערב
ארוחת הצהרים
אריה
ארץ
ארץ ישראל
ארצות הברית
אשכולית
אשה
את
אתה
אתמול

ב...
בא
באור
בבקשה
בבקשה ל...
בגד
בהמה
ביצה
בירה
בית
בית חולים
בית כנסת
בית ספר
בית ספר תיכון
בכמה עולה ?
בלחש
בן
בן־דוד
בן כמה ?
בנה
בסדר
בעל
בעל פה
בקול
בקור
בקר
בקר
בקר טוב
בקש
ברא
בריא
בריאות
ברכה
בשר
בת
בת־דוד
בת כמה ?
בת צחוק

גבינה
גברת
גברתי
גג
גוף

גיר
גלידה
גליון
גמל
גן
גר
גרבים
גרון
גרמניה
גרמנית
גשם
גשם יורד

דבר
דבר מה
דג
דגל
דובדבן
דוד
דודה
דירה
דלת
דקה
דרישת שלום
דרך
דרך החלון

ה
ה ?
האזין
האם
הביא
הביט
הבין
הבקר
הורים
היה
היה ל...
היום
הכין שעורים
הכיר
הלילה
הלך
המותר לי...?

הציג
הר
הראה
הרים
התחיל
התלבש
התרחץ

ובכן
ורוד

זאת
זה
זה אל זה
זה עכשו
זהב
זכר
זמן
זרח

חבר
חברה
חג
חדר
חדר אכל
חדר מגורים
חדר שנה
חדש
חול
חולה
חום
חופש
חזר על
חזרה
חיה
חיט
חיל
חיפה
חכה
חלב
חלון
חלוץ
חלצה
חם

חם לי
חמאה
חמור
חמישי, חמישית
חנוני
חנות
חנכה
חצאית
חצי
חרף
חשך
חתול

ט״ו בשבט
טוב
טובה
טיול
טיל
טיס
טלביזיה
טס
יד
ידים
ידע
יום העצמאות
יום חמישי, יום ה׳
יום יום
יום כפור
יום ראשון, יום א׳
יום רביעי, יום ד׳
יום שבת
יום שני, יום ב׳
יום שלישי, יום ג׳
יום ששי, יום ו׳
יין
ילד
ילדה
ים
יסוד
יצא
ירד
ירד גשם
ירד שלג
ירדן
ירוק

ירושלים
ירח
ירקות
יש
יש לי
ישב
ישן
ישראל
ישראלי

כאב
כאב
כביש
כואב לי
כובע
כוכב
כוס
כחול
כי אם
כיס
כל כך
כלב
כלניה
כמה ?
כנסיה
כסא
כסף
כף
כפית
כפר
כרטיס
כתב
כתה
כתום

לא... ולא
לא נכון
לאט לאט
לאן ?
לב
לבן
לבנון
לבריאות
לבש

ל״ג בעומר
להתראות
לוח
לחם
לי
ליל מנוחה
ליל שבת
לילה
לילה טוב
לירה
למד
למד
למה
לעולם לא
לפני חדש, שנה
לפני ש...
לקח
לשון
לתאבון

מאה
מאין ?
מאתים
מבחן
מדוע ?
מדינה
מדינת ישראל
מדרגות
מה ?
מהנדס
מהר
מה יש ?
מה לך ?
מה שלומך ?
מוחק
מועדים לשמחה
מוצאי שבת
מורה
מורה
מושבה
מזג אויר
מזל טוב
מזלג
מחברת
מחיר

מחק
מחר
מטבח
מטה
מטפחת
מטריה
מי ?
מים
מכונית
מכנסים
מכר
מכתב
מלה
מלון
מלון
מלח
מלצר
ממחטה
מנוחה
מנורה
מסעדה
מספר
מעבדה
מעולם לא
מעיל
מעיל גשם
מענן
מפית
מפתח
מצנן
מצרים
מקום
מקלחת
מר
מרק
משפחה
משטרה
משפט
משך
מתי ?

נגן
נהג
נהר
נח

ניו-יורק
ניר
נכון
נסיעה
נסע
נעל
נעלים
נער
נערה
נקבה
נר

סב
סבא
סבה
סבתא
סגר
סוחר
סוס
סוריה
סירה
סכות
סכין
סלח לי
סליחה
סנדלר
ספה
ספור
ספסל
ספר
ספר
ספר
ספרד
ספרדית
ספריה
סרט
סרטון
סתו

עבד
עבודה
עבר
עברית
עוגה
עולם
עורך דין
עזר
עט
עין
עינים
עיר
עירק
על יד
על רגל אחת
עלה
עמד
עמוד
עמק
ענה
עניבה
עפרון
עץ
ערב
ערב טוב
ערב שבת
ערבית
עשה
עשירי, עשירית
עשרה, עשר
עתון

פה
פגש
פועל
פורים
פחות
פנים
פסח
פעמון
פעמים
פרה
פרח
פרי
פשט
פתח

צבע
צהוב
צהרים
צואר
צלחת
צלצל
צפור
צריך
צרפת
צרפתית

קבוץ
קבל
קול
קולנוע
קומה
קיץ
קיר
קל
קם
קנה
קצב
קר
קר לי
קרא
קרח
קשה

ראה
ראש
ראש השנה
ראשון, ראשונה
רבע
רביעי, רביעית
רגל
רגלים
רגע
רדיו
רוח
רוסיה
רוסית
רופא
רחוב
רחץ
רכבת
רמזור

רעש
רפואה
רצה
רקפת
רשם־קול

שאל
שאלה
שב
שבוע
שבועות
שביעי, שביעית
שבעה, שבע
שבת שלום
שגיאה
שדה
שדה תעופה
שוחח
שופט
שוק
שור
שושנה
שחה
שחור
שחק
שחקן
שט
שיחה
שיט
שיר
שכב
שכן
שכנה
שלג
שלח
שלחן
שלום
שלום וברכה
שלישי, שלישית
שלשה, שלש
שם, שמי וכו׳
שם לב
שמחת תורה
שמלה
שמים
שמיני, שמינית
שמנה, שמנה
שמע
שמע בקול
שמש
שן
שנה
שנה טובה
שני, שנית
שניה
שנים, שתים
שנים
שנן
שעה
שעון
שעור
שפה
שפת הים
שפתים
שר
ששה, שש
ששי, ששית
שתה

תאבון
תאטרון
תה
תודה
תורקיה
תחנה
תינוק
תלמיד
תלמידה
תמונה
תנועה
תפוז
תפוח
תפוח זהב
תפוחי אדמה
תפריט
תקופה
תקליט
תקן
תרגיל
תרנגול
תרנגולת
תשובה
תשיעי, תשיעית
תשעה, תשע
תשעה באב

Culture Topics, Level I

As explained in the previous chapter on *The Teaching of Culture,* pp. 35-39, the pupil will receive an introduction to Hebraic culture through the Hebrew language. In addition, the following reference list is provided for the teacher. The facts outlined below deal with the topics to be treated in Level I. It is not intended that pupils be given all this information. Teachers will decide which items to present and hold pupils responsible for. These topics are best taken up as they become pertinent through current affairs, the observance of holidays and anniversaries, allusions in textbooks, the daily press and magazines, films, radio and television.

I. WHY ARE WE INTERESTED IN THE STUDY OF HEBREW?

A. HEBRAIC INFLUENCE IN THE UNITED STATES

1. Place Names
   Canaan, Me.; Salem, Mass.; Bethel, Conn.; Nazareth, Pa.; Bethlehem, Pa.; Tabor, N.C.; Jericho, Vt.; Goshen, N.Y.; Zion National Park, Utah; Sharon, Conn. and Pa.; Carmel, Calif. and New York.
2. Influence of Hebrew on the English Language
   a. Latin, Romance and English alphabets are derived from the Hebrew alphabet through Greek.
   b. A number of important English words are derived or adapted from Hebrew. These include: amen, babel, camel, cherub, cider, hallelujah, jubilee, kosher, leviathan, sabbath, sapphire, shibboleth.
   c. Some American universities—Brandeis, Columbia, Yale, Yeshiva—carry Hebrew inscriptions on their seals.
   d. Hebrew names of Biblical origin are used as given names in English: Abraham, Adam, Caleb, Ezekiel, Ezra, Jeremiah, Jonathan, Joseph, Joshua, Michael, Deborah, Rachel, Rebecca, Ruth, Sarah, Susan, etc.
3. The Hebrew Bible, in its English translation, has become part of the literary heritage of the American people.

B. PERSONAL INTERESTS

1. VOCATIONAL

In a world where travel by jet plane is already a reality, the demand for men and women with training in Hebrew is ever increasing. There is a growing need for government employees, diplomatic and consular representatives and industrial personnel who are bilingual or who have a working knowledge of two or more languages.

American-trained skilled workers with a good background in Hebrew are always sought by companies involved in business and industrial enterprises in Israel. There is a need for engineers, scientists, teachers, bankers, military men and business men who can travel and live abroad. To make them more effective in their work, a knowledge of Hebrew is essential. There is every indication, therefore, that opportunities for employment are greater and more varied for the individual who has mastered a language other than his own.

Some fields in which a knowledge of Hebrew is advantageous are:

Diplomatic service
Careers on concert stage
Import and export trade
Foreign banking
Newspaper and magazine editing
Museum work
Teaching of foreign languages
Scientific research
Publishing
Literary science
Travel and tourist agencies
Intelligence and security agencies
Translating and interpreting
Bilingual stenography
Radio broadcasting
Employment at the United Nations Headquarters or specialized agencies

2. AVOCATIONAL

Even when the study of Hebrew is not a requirement for a specific career or job, the ability to understand and speak it may be an asset to any individual. Many personal interests and leisure time pursuits are associated with an appreciation of the language, life and customs of the people of Israel.

Some avocational activities involving a knowledge of Hebrew are:

- Travel: knowing the language of the people makes the trip much more worthwhile
- Reading Hebrew literature in the original
- Enjoyment of Israeli films, plays, musicals, etc.
- Understanding Hebrew broadcasts
- Communicating with visitors from Israel
- Engaging in "pen pal" correspondence

II. GEOGRAPHY OF ISRAEL

A. Location: Israel is situated at the crossroads of three continents—Asia, Africa, Europe.

B. Size: Israel is about as large as the State of New Jersey—approximately 8000 square miles.

C. Boundariess

North: Lebanon and Syria
South: Egypt and the Gulf of Aqaba
East: Jordan and Syria
West: the Mediterranean

D. Topography: Narrow and fertile coastal plain; plains of Zevulun, Sharon and Shefela; mountainous region in north Galilee and Judaea; southward, a triangular desert area (the Negev), with an outlet to the Gulf of Aqaba. Bodies of water: Jordan (the most important source of irrigation and power), Lake Kinneret, the Dead Sea, the Gulf of Aqaba, the Yarqon, the Qishon

E. Climate: Mild Mediterranean temperature comparable to that of southern California; sunshine April to October; rainy and winter season November to March; climatic changes within short distances; cool evenings in Jerusalem, on Mount Carmel, and the Hills of Galilee; in the region of the Dead Sea and in the Negev, hot summer temperature

CONTENT AND SCOPE, LEVEL II

Grammatical Structures

The following outline of grammar topics for Level II is predicated on the assumption that all the topics and skills included in *Grammatical Structures,* Level I, have been covered and tested for mastery. A thoroughgoing and well-planned review of Level I is essential as a foundation for further learning.

LEVEL II: FIRST HALF

1. NOUNS
    a. Construct state
    b. Possessive endings of masculine and feminine singular nouns; e.g., דודתי וכו', דודי וכו'
    c. Possessive endings of segolate nouns, such as: ילד, בגד, חדר, מלך, ספר
    d. Possessive endings of some common nouns, such as: אב, אח, בן, שם and אם
    e. Plurals:
        (1) Segolate nouns
        (2) Masculine nouns ending in —ות
        (3) Feminine nouns ending in —ים
        (4) Dual
        (5) Irregular nouns of high frequency

2. ADJECTIVES
    a. Comparative and superlative

3. NUMBERS
    a. Ordinal numbers from 1 to 100
    b. Cardinal numbers from 1 to 100

4. PRONOMINAL SUFFIXES
    a. With כמו, מן, אצל, עם, ב
    b. אין

5. VERBS
    a. *Kal* of intact verbs (שלמים)
    b. *Kal* of *Pe Alef* verbs
    c. *Kal* of *Pe Yod* verbs
    d. *Kal* of *Pe Nun* verbs
    e. *Pi'el* of intact verbs

LEVEL II: SECOND HALF

1. PRONOMINAL SUFFIXES
    a. With על, אל

2. POSSESSION IN ALL TENSES
    יהיה לי, היה לי, יש לי etc.

3. VERBS
    a. *Kal* of *Ayin Vav* and *Ayin Yod* verbs
    b. *Kal* of *Lamed Alef* verbs
    c. *Kal* of *Lamed He* verbs

Topical Vocabulary Lists, Level II

These topical vocabulary lists represent the suggested vocabulary to be learned in Hebrew Level II. They are grouped around specific topics to facilitate conversation and composition.

Idiomatic expressions appear in separate lists in this curriculum bulletin.

1. CLASSROOM

ארון
בחור
בחורה
דקדוק
הפך
חזר
מלה נרדפת
סכום
עזב
פועל
פנה
פתגם
שם
שתק

2. FAMILY

אורח
אחין
אחינית
בכור
דודן
דודנית
התחתן
חתונה
חתן
כלה
קרובים

3. HEALTH

בדק
דם
השתעל
חובשת
חלה
כאב בטן
כאב ראש
כאב שנים
כוח
מדחום
מחלה
מנתח
נזלת
נתוח
סם רפואה
רפא
שעול
תחבשת

4. GROOMING AND CLOTHING

גופיה
הסיר
הסתרק
חבש כובע
חגורה
חליפה

טבעת
כסה
לבנים
מסרק
מראה

סרט
סרק
ראי
שער
תחתונים

5. OCCUPATIONS

הצליח
ידוע
מוסיקאי

מחבר
מנצח
משורר

נגר
סופר
רב־חובל
רופא שנים

6. NATURE

אש
חזק

טבע
יער

לבנה
נשב
סערה

7. ANIMALS AND BIRDS

אוז
ארי
ברוז

גדי
דוב
זאב
עוף

עז
צאן
שה
שועל

8. ISRAEL

אגורה
גבול
גליל
יהודי
לירה

מגן דוד
מולדת
נגב
נחל
עלה

עליה
עמק הירדן
עמק יזרעאל
ערבי
שרון

9. FARMING

אסף
זרע
חטה

חרש
עובד־אדמה
ענבים

פרדס
פרות
קצר
רועה

10. TIME

בקרוב
בשבוע הבא
בשבוע שעבר
בשנה הבאה

בשנה שעברה
חצי
לעולם
לפני שבוע

פעם
פתאם
רבע

11. MONTHS

ניסן
אייר
סיון
תמוז

אב
אלול
תשרי
חשון, מרחשון

כסלו
טבת
שבט
אדר

12. WEATHER

חום
יבש
לחות

קור
קריר

רטוב
שקיעה
שקע

13. AMUSEMENTS AND HOLIDAYS

הורה (רקוד)
התענג
זמר
חגג

יום טוב
כנור
ענג שבת

פסנתר
רקד
רקוד
שחקנית

14. FOOD AND DRINK

אגוז
אוכל
בשל
הגיש
זית

חלה
כלי
לבן
לחמניה
מיץ
עוגיה

קפה
רמון
רעב
שמנת
תאנה

15. CITY LIFE

אוצר
בזול
ביוקר
בנין

גבוה
חדש
חנות
נמוך

סדר
סדר
סחורה
עתיק
שלם

16. MEETINGS

אגודה
אספה
בחירות

בחר
גזבר
החליט
התאסף

מזכיר
נפגש
נשיא
סגן

17. RELIGION

אל
אלהים
אמונה
אמן
ברוך
ברך

ה'
האמין
התפלל
חזן
כהן
כמר

כנסיה
נשמה
קדוש
רב
תפלה

18. SOCIAL RELATIONS

אלמן
אלמנה

גנב
הציל
טפש

יכל
יתום
נתן (רשות)
פקח

19. QUANTITY

אחדים
אחרון
הרבה
חלק

חלק
חסר
חשבון

יחיד
כמות
מעטים
רבים

20. EMOTIONS

אבל
אהבה
אנחה
הצטער
הרגיש
כעס

משוגע
פחד
צער
קוה
קנא ב...
קנאה

רגש
רחם
רחמים
שנא
שנאה
תקוה

21. DIRECTIONS

דרום(ה)
הלאה
הנה
ימין(ה)

ישר
לאחור
מזרח(ה)
מערב(ה)

צד
צפון(ה)
קדימה
שמאל(ה)

22. PLACES

אוניברסיטה
בית מדרש

בית קברות
חוף

מדבר
נמל
קבר

23. GOVERNMENT

אומות מאוחדות (או״ם)
חבר־כנסת (ח״כ)
חרות
כנסת
מושל
מלך
מלכה
ממשלה
מנהיג
מצב
משל
נהג
נשיא
עם
צבא
ראש הממשלה
שונא
שר
שר צבא

24. COMMUNICATIONS

בית דואר
דרש בשלום
דרישת שלום (ד״ש)
הקליט
טלגרמה
טלגרף
מקלט
מברק
תבת מכתבים

25. SPORTS

התעמל
התעמלות
טניס
טפס
כדור
כדור־בסיס
כדור־יד
כדורגל
מכביה
ספורט
רץ
שחיה
תפש

Idiomatic Expressions

LEVEL II: FIRST HALF

1. איש את אחיו
2. איש את רעהו
3. בין כה וכה
4. בזעת אפים
5. בלי חשק
6. בן אדם
7. בן (חמש) שנים
8. בעוד שנה
9. בקולי קולות
10. בת... שנים
11. הולך ובא
12. הלך וקטן
13. הצדק אתך
14. חביב על
15. חבר ל...
16. יש אשר
17. לעג ל...
18. לקח אותה לאשה
19. מה השעה ?
20. מהיום והלאה
21. מישהו
22. מצא חן בעיניו
23. משהו
24. נתן לו ל...
25. על כן
26. עמד בבחינה
27. עמד לבחינה
28. ערך טיול
29. פה אחד
30. קבל את פני
31. צר לי
32. רגיל ל...
33. שמע מפי
34. תלמיד חכם

1. אותו הדבר
2. בא בימים
3. בהצלחה רבה
4. בכל זאת
5. בלה בנעימים
6. בן רגע
7. בקרוב
8. בקצר רוח
9. ברוך הבא
10. דבר על לב
11. הניח לו
12. חלם בהקיץ
13. יצא ידי הכל
14. התרגל ל...
15. לקח לב
16. לשוא
17. מה דעתך?
18. מלא מפה אל פה
19. משך לב
20. נפל רוחו
21. עיף ויגע
22. על אודות
23. על דבר
24. על פני
25. עלה יפה
26. עלה על הדעת
27. עלה על לב
28. עשה חסד עם
29. שבע רצון
30. תכף ומיד
31. תתחדש

Alphabetical Checklist, Level II Vocabulary

As stated at the beginning of the alphabetical vocabulary list for Level I, this list represents the suggested vocabulary to be learned in Hebrew, Level II. It provides a checklist for the teacher in selecting words for mastery from the textbooks used by the class, and in selecting words for uniform or city-wide examinations.

אב
אבל
אגודה
אגוז
אגורה
אדר
אהבה
אומות מאוחדות
(או״ם)
אוניברסיטה
און
אוצר
אורח
אותו הדבר
אחדים
אחרון

אייר
איש את אחיו
איש את רעהו
אל
אלהים
אלול
אלמן
אלמנה
אמונה
אמן
אנחה
אסף
אספה
ארון
ארי
אש

בא בימים
בדק
בהצלחה רבה
בזול
בזעת אפים
בחור
בחורה
בחירות
בחר
ביוקר
בין כה וכה
בית דואר
בית מדרש
בית קברות
בכור
בכל זאת
בלה בנעימים

בלי חשק
בן אדם
בן חמש שנים
בן רגע
בנין
בעוד שנה
בעל חלומות
בקולי קולות
בקצר רוח
בקרוב
ברוז
ברוך
ברוך הבא
ברך
בשבוע הבא
בשבוע שעבר
בשל
בשנה הבאה
בשנה שעברה

גבוה
גבול
גדי
גופיה
גליל
גנב

דבר על לב
דוב
דודן
דודנית
דם
דקדוק
דרום(ה)
דרישת שלום
(ד"ש)
דרש בשלום

ה'
האמין
הגיש
הולך ובא
הורה (רקוד)
החליט
הלאה
הלך וקטן
הנה
הניחו לו
הסיר
הסתרק
הפך
הצדק אתך
הצטער
הציל
הצליח
הקליט
הרבה
הרגיש
השתעל
התאסף
התחתן
התעמל
התעמלות
התענג
התפלל
התרגל ל...

זאב
זית
זמר
זרע

חביב על
חבר־כנסת (ח"כ)
חבר ל...
חבש כובע
חגג
חגורה
חדש
חובשת
חום
חוף
חזן
חזק
חזר
חטה
חלה
חלה
חליפה
חלם בהקיץ
חלק
חלק
חנות
חסר
חצי
חרות
חרש
חשבון
חשון
חתונה
חתן

טבע
טבעת
טבת
טלגרמה
טלגרף
טניס
טפס
טפש

יבש
ידוע
יהודי
יום טוב
יחיד
יכל
ימינה
יער
יצא ידי הכל
יש אשר
ישר
יתום

כאב בטן
כאב ראש
כאב שנים
כהן
כדור
כדור־בסיס
כדור־יד
כדורגל

כוח
כלה
כלי
כמות
כמר
כנור
כנסיה
כנסת
כסה
כסלו
כעס

לאחור
לבן
לבנה
לבנים
לחות
לחמניה
לעג ל...
לעולם
לפני שבוע
לקבל את פני
לקח אותה לאשה
לקח לב
לשוא

מברק
מגן דוד
מדחום
מדבר
מה דעתך?
מה השעה
מהיום והלאה
מוסיקאי
מולדת
מושל
מזרח(ה)
מחבר
מחלה
מיץ
מישהו
מכביה
מלא מפה אל פה
מלה נרדפת

מלך
מלכה
ממשלה
מנהיג
מנצח
מנתח
מסרק
מעטים
מערב(ה)
מצא חן בעיניו
מצב
מקלט
מראה
משהו
משוגע
משורר
משך לב
משל

נגב
נגר
נהג
נזלת
נחל
ניסן
נמוך
נמל
נפגש
נפל רוחו
נשב
נשיא
נשמה
נתוח
נתן (רשות)
נתן לו ל...
נתן לו

סדר
סדר
סופר
סחורה
סיון
סכום
סם רפואה

סערה
ספורט
סרט
סרק

עובד אדמה
עוגיה
עוף
עז
עזב
עיף ויגע
על אודות
על דבר
על כן
על פני
עלה
עלה יפה
עלה על הדעת
עלה על לב
עליה
עם
עמד בבחינה
עמד לבחינה
עמק הירדן
עמק יזרעאל
ענבים
ענג שבת
ערבי
ערך טיול
עשה חסד עם
עתיק

פה אחד
פועל
פחד
פנה
פסנתר
פעם
פקח
פרדס
פרות
פתאם
פתגם

Culture Topics, Level II

As explained in the previous chapter on *The Teaching of Culture,* pp. 35-39, the pupil will receive an introduction to Hebraic culture through the Hebrew language. Further cultural information is outlined for Level I on pages 54-56. In addition, the following reference list for Level II is provided for the teacher.

It is not intended that pupils be given all this information. Teachers will decide which items to present and hold pupils responsible for. These topics are best taken up as they become pertinent through current affairs, the observance of holidays and anniversaries, allusions in textbooks, the daily press and magazines, films, radio and television programs.

I. A TRIP TO ISRAEL

A. PREPARATION FOR THE TRIP

1. Steamships
    - a. ZIM Line (Israel Navigation Co., Ltd.), S.S. Artza, S.S. Israel, S.S. Jerusalem, S.S. Shalom, S.S. Zion; and other major steamship lines
2. Air Service: El Al and all major airlines
3. Clothing: Provision for warm climate
4. Visa: Israel, like most countries, no longer requires a visa.
5. Currency: The Israeli pound is called *Lira* in Hebrew. It is made up of 100 *Agorot.* The smallest coin is an *Agora.* One *Lira* is worth 33 cents.

B. IMPRESSIONS ON ARRIVAL

1. Haifa, the main seaport and naval base, is the site of Israel's oil refineries and major heavy industries.
2. Lod Airport is the terminus of El Al and other airlines.
3. Landscapes: Different from ours, brighter colors, marked by continuous growth and development
4. Streets: Signs and traffic regulations in Hebrew
5. Buildings: Differences in architecture and building materials (Jerusalem and Safed, stone; Tel Aviv and Haifa, concrete); collective farm settlements *(Kibbutzim)*

6. Farmlands
   a. Village type of colony, based on private enterprise *(Moshav)*
   b. Collective or cooperative settlements founded by *Halutzim,* pioneers, original type of farm life.
   c. Semi-collective settlements

7. People
   a. Heterogeneity: *Kibbutz Galuyyot.* The highly diversified population includes about 2½ million Jews from various countries and cultures; the rest are Moslems and Christians.
   b. Variations in ethnic types, attire and physiognomy: Jews from Eastern European countries, Yemenites, Arabs, Europeans, Americans, Asians, Africans; the "ingathering of the exiles "
   c. Problems of cultural and language orientation *(Ulpanim);* religious training; productive capacity; the new formula, "from ship to settlement"
   d. Frontier life: As new immigrant groups arrive, they are settled in sparsely populated areas to build new homes in the "homeland." The Negev, with its chief cities of Beersheba and Elat, is a focal point of growth and development.
   e. Colorful profusion of dress and costume: European and American-style clothing; oriental costumes, with kefiyeh and abayeh; Arab women with veils; Hasidim with long coats and wide-brimmed hats
   f. Activities: In towns, one feels the pioneer spirit coupled with a sense of urgency. *Kibbutzim* are characterized by division of labor.

8. Architecture: Modern in style; constant search for new ideas in construction; houses with balconies; perpendicular construction in cities to conserve use of land

9. Means of Transportation: Taxi service, buses, trains, airplanes, steamships and railroads

II. LIFE AND CUSTOMS

A. Home furnishings are mainly in the contemporary style.

B. Occupations: Artisans, farmers, workers, merchants, engineers, teachers, students, pioneer spirit

C. Family: Respect for elders; close family ties; hospitality toward strangers. In the Kibbutzim children help with work in the fields. Members of the family or settlement unit share in the upkeep.

D. Schools: Free and compulsory education for all children from 5 to 14. Types of schools: *Gan Yeladim, Bet Sefer Amami, Tikhon, Universita, Bet Sefer Miktẓo̓i.* Instruction is in Hebrew, except in the Arab villages, where Arabic is used.

E. Meals: These vary with the origin of the group. Vegetables and dairy products are abundant and are an important factor in the diet. Typical foods: *Falafel, Humus, Tehina*

F. Sports: Soccer, tennis, basketball; sports organizations: Maccabee and Hapoel

G. Amusements: American, European and Israeli films; concerts, radio, theatres; cafes; choral singing; folk dancing

Level III

ARTICULATION

The Need for Articulation

With the expansion of Level I and II intruction in the lower schools, the number of pupils entering high school with two years of foreign language study will rapidly increase. As a result, Level III will become more and more the crucial stage of transition in the study of foreign languages. This transition should be effected as smoothly as possible if the aims of the foreign language program are to be realized. There should be an uninterrupted continuity in subject matter, in materials, methods and evaluation of instruction as well as in standards and rating of achievement. Maintaining continuity in these phases of the program is essential so that the unavoidable process of adjustment which pupils experience in going from one division to another will not be unnecessarily complicated or unduly prolonged.

In this process of adjustment, it is the pupil who must be the focus of our concern. For if pupils are to continue the study of the same language previously begun, and persist in this study throughout a four or five level sequence, then they must retain their initial momentum and their sense of meaningful and pleasurable accomplishment. Failure in this one respect would nullify one of the major purposes of the program, namely, to extend the time devoted to the study of a foreign language.

Problems of articulation have heretofore existed in regard to pupils who began their foreign language in the ninth year of junior high school (Level I) and who continued the tenth year (Level II) in senior high school. Teachers in both divisions had long been aware of, and had long been coping with these problems. To be sure, there had been some notable instances of successful articulation between "feeder" and "receiver" schools, but in general the situation left a good deal to be desired.

A mitigating factor in the previous situation was that these problems of articulation were not considered insuperable because a manageable interval of two years still remained before the Level III Regents Examination. However, the problems of articulation acquired a new urgency with the two-year foreign language sequence in the lower schools. New problems arose as a normal result of this change, and these problems are being solved by providing a high degree of uniformity in methods, materials and evaluative procedures for Level I and II in both lower and higher divisions.

Inter-Level Responsibility

Good articulation can be effectuated as teachers in both divisions accept their mutual responsibilities in implementing the foreign language program. One of the aims of the program is to provide opportunity for a longer sequence in foreign language. This means that articulation is not merely desirable but absolutely necessary. Feeder school teachers cannot feel that their responsibilities to their pupils cease at graduation time. High school teachers should not feel that they can act independently of the established curriculum, or of the foreign language program being implemented in their feeder schools. Teachers in both divisions must realize that the foreign language program is inter-divisional. A constructive unity of purpose and a spirit of mutual good will can greatly help to solve the problems of articulation.

Of primary importance is the accomplishment of the aims and objectives of the curriculum for the various levels of instruction. Pupils in Level I should be equipped with the competencies required for the four skills as well as with the knowledge of structure, idiom and vocabulary outlined for Level I, before being promoted to Level II. Similarly, pupils in Level II should be provided with the skills and knowledge required for Levels I and II before being promoted to Level III. These pupils will be required to do advanced auditory comprehension, reading, structure and composition work, which, after a year, will enable them to cope with the Level III Regents Examination.

It would be well for teachers of Levels I and II to study the Level III Regents Examination, for this will reveal to them the wide vocabulary range and the maturity of concept demanded of pupils at this level. Teachers of Level II classes will quickly realize that pupils who have not accomplished the work of Level II cannot possibly absorb in the one remaining year of instruction the unfinished part of the work of Level II and, in addition, all the work of Level III.

Teachers in both divisions should familiarize themselves with the current approaches to language learning and should implement them in their classes, as required in the curriculum bulletin. In so doing, they will (1) better understand the manner in which lower level pupils have achieved their skills and knowledge, and (2) be enabled to provide continuity in methods through the use of those audio-lingual techniques which are practicable on the more advanced levels of learning. Both understanding and implementation of the new methodology are required before articulation can be attained.

The paragraphs that follow indicate and discuss some practical suggestions to both teachers and chairmen for promoting articulation between divisions and levels. It is urged that these suggestions be made a continuing part of the agenda of department conferences and inter-divisional meetings.

Practical Suggestions for Promoting Articulation

Providing for Continuity of Instruction

From the above remarks, it can be seen that articulation between divisions and levels is predicated upon continuity of instruction in methods, materials and evaluative procedures. A good foreign language program represents a solid progression in learning, from presentation through evaluation. Constant reinforcement and reintroduction of material provide the accumulation necessary for the absorption of foreign language content and for its use in the various skills. In order to provide this solid progression through three, four or five levels of learning, agreement between the high school and its feeder schools is of prime importance.

The materials and methods outlined in this curriculum bulletin provide the minimum essentials upon which continuity of instruction can be based. High schools receiving lower school pupils on the second level of learning should ascertain that their courses of study not only provide for new learning on the second level, but for reinforcement and reintroduction of first level materials of the lower school as well as of those of the high school. Similarly, the Level III program of the high school should provide for reinforcement and reintroduction of the material of the second level of the lower school program as well as that of the high school program.

To ensure a solid program of instruction, continuity of materials and methods should also be provided from level to level within the high school. A firm foundation in the early years is the only basis on which an advanced program of language learning can be constructed.

Continuity of instruction between lower schools and high schools can best be effectuated on the local level between the high school and its feeder schools. Personnel of both divisions should become acquainted with the foreign language program in force in each other's schools, and should work together as a team to effectuate a program which is pupil-oriented and systematic, and which at the same time meets the standards of achievement suggested by the State curriculum and required in the City curriculum. Local cooperation to achieve line-by-line understanding of the curriculum by personnel in both divisions is recommended.

Materials

High school personnel should have a thorough knowledge of the texts, courses of study and supplementary materials used in their feeder schools. Feeder school personnel should also have a thorough knowledge of the materials used in Levels I and II in the high school to which their pupils will go upon graduation. In addition, they should be familiar with the type of materials which their pupils will encounter in Level III.

A cross-check of the vocabulary, idioms and structures used in both divisions in Levels I and II should be made and a common base of learning established. In this common base should be included the structures and vocabulary required by the curriculum.

Gaps existing between the materials used in the feeder schools and those used in the high schools should be ascertained and provision should be made for filling these gaps. If, for example, pupils in the high school are held responsible for structural items which have not been taught in the lower schools, teachers should be aware of the discrepancy and provision should be made for the introduction of the structural topics in either school before pupils can be expected to perform successfully with these topics.

Utilization of similar materials in Levels I and II in both divisions would go far toward promoting good articulation. It is suggested that the same basic texts and readers be used wherever practicable. The use of similar supplementary materials, such as auditory comprehension passages, pattern drills, dictations, *etc.*, not only helps provide continuity in instruction but reduces the work load of teachers. The sharing of such materials is strongly recommended.

Audio-Lingual Skills

As previously stated, continuity in methods as prescribed by the curriculum for each of the skills on the different levels of learning is essential in effectuating an articulated program. Teachers receiving pupils in Level II should provide for a continuation of audio-lingual techniques in the presentation of structures and forms and in the development of conversational skills. These techniques not only develop the speaking skill but help lay a foundation for reading and writing skills. High schools receiving pupils in Level III should continue such audio-lingual techniques as are acceptable at this level.

Teacher Training

All foreign language teachers should be equipped with the techniques for the audio-lingual presentation of structures and forms and should be cognizant of the differences to be made in such presentation as pupils progress through the levels. The Board of Education's television channel, WNYE-TV Channel 25, will offer programs to implement this course of study and train teachers in current methods. Also recommended are the films, *Audio-Lingual Techniques,* produced by the Modern Language Association in conjunction with the Center for Applied Linguistics, and the kinescopes of the Regents Educational Television Series, *New Approaches to the Teaching of Foreign Languages in the Secondary Schools.* The films and kinescopes may be borrowed from the BAVI collection. (See pp. 157-158.) Attendance at Language Institutes will also give teachers opportunities for acquiring and practicing the latest audio-lingual techniques.

Teachers should avail themselves of opportunities to witness lessons implementing the audio-lingual program. Foreign language chairmen in both divisions should make available to their teachers, guides for the preparation of pattern drills. The chapter entitled *Patterns for Drill* in Part One of this bulletin provides the necessary information. Suggestions for constructing drills may also be found in the various works on applied linguistics listed in the bibliography at the end of this bulletin. Pattern drills, as needed, should also be constructed for basic texts which lack them.

Reading

Since the foreign language program includes the development of reading skills, teachers should utilize the directions given in the sections of this bulletin dealing with intensive reading and with silent reading, pp. 13-17, when preparing reading lessons. Intensive reading should be begun during the latter half of Level I and continued through succeeding levels of instruction as prescribed in the curriculum. In both divisions, teachers should ascertain that their reading programs are parallel in type and in quantity. Intervisitation, within a school and between schools, is highly recommended to achieve these purposes.

Writing

In providing for continuity of instruction in writing, teachers of Levels I and II should insist upon the accuracy and precision necessary as a foundation for later guided composition work. Teachers of Levels II and III classes, on the other hand, should be cognizant of the earlier writing program as prescribed by the curriculum. They should guard against requiring pupils to translate structures and forms, or to perform writing skills in a way in which they have not been instructed. A study of the Level III section in this bulletin entitled *Developing the Language Skills—Writing,* pp. 99-106, will indicate to teachers of Level III which of the writing skills pupils have practiced in previous levels, and which new skills are to be taught in Level III.

Homework

Observance of uniform standards by all teachers in regard to homework assignments will assist pupils considerably in easing the transition from lower to higher levels. As was stated in the section on *Homework* in Levels I and II, a planned schedule of definite homework assignments from the very beginning of each level is essential to inculcate proper study habits. Homework should be suitably motivated and precise instructions given as to what is to be done, how much is to be done, and how it is to be done. Practice of the assignment in class should, as a rule, precede what is to be done at home. Provision should be made for individual differences, and extra work rewarded. Correction of homework under teacher supervision should follow regularly after each assignment.

Evaluation

High schools and their feeder schools should maintain a periodic exchange of test papers. An exchange of uniform exams, midterms, finals and class sets of examinations, either unit tests or tests of special skills, will promote articulation by increased understanding of what is being taught in each division and how it is being tested. Still more important, an exchange of tests will reveal to the high school what is required of pupils in the feeder school; conversely, it will reveal to the feeder school what is required of pupils on the succeeding level in the high school. Such understanding can bring about gradual changes which will result in an articulated foreign language program.

AIMS FOR LEVEL III

Linguistic

1. To attain increasing competence in understanding Hebrew when spoken by a native at normal tempo and on topics within the scope of Levels I through III.
2. To develop to an increasing degree the ability to speak Hebrew correctly and with sufficient clarity to be understood by a native, on topics within the scope of Levels I through III.
3. To increase the ability to read new material in Hebrew within the scope of Levels I through III, with direct comprehension and with appreciation.
4. To develop further the ability to write Hebrew correctly within the scope of Levels I through III, without resorting to translation.

Cultural

The cultural aims for Level III are the same as those posited for Levels I and II, with growth and enrichment continuing throughout Level III. These cultural aims are:

1. To develop an enlightened understanding of the Israeli people through a study of their contemporary life, their

patterns of behavior and their national customs and observances.

2. To acquire specific knowledge regarding the geography, history, economic life and educational and political institutions of Israel.

3. To acquire attitudes, conducive to intercultural harmony through a study of the Hebraic contributions to the development of the United States and to world civilization.

4. To develop a cultural and esthetic appreciation through a study of the art, music, literature, science, and contemporary art forms, such as drama, film, dance and design, in Israel.

GUIDING PRINCIPLES, LEVEL III

1. Since the aims of the foreign language program cannot be fully realized unless pupils continue through the entire five-level sequence, teachers should exert every effort to make their instruction purposeful and attractive. Every step of learning should be aptly motivated in terms which pupils can understand and react to favorably. Frequent appeal should be made to the individual interests and talents of pupils. Above all, the teacher should emphasize at every suitable occasion the educational, vocational, avocational and social advantages of knowing Hebrew.

2. Emphasis on auditory comprehension and on spoken Hebrew is to be maintained throughout Level III. There should be a systematic review and cumulative development of the audio-lingual skills acquired in Levels I and II.

3. English should be used only when necessary; *i.e.* (a) to state essential rules of grammar; (b) to explain structures and idioms in radical contrast with English; and (c) to give the meaning of words and phrases which cannot be expeditiously explained in Hebrew.

4. The use of pattern drills should be continued for those items of structure, vocabulary and idiom required for active mastery. However, pattern drills, like finger exercises for the piano, are not an end in themselves; it is the final communicative performance that counts. With increased maturity and linguistic experience, pupils should be able to respond directly in normal situations without going through all the intermediate stages of minimal-increment drill.

5. In view of the fact that the development of reading skills will occupy a large part of the time in Level III, the

audio-lingual and writing skills should be practiced in conjunction with reading. Oral reading, oral drills to activate structure and vocabulary, oral questions and answers and discussion, auditory comprehension exercises or tests, and oral summaries or composition can be selected at suitable times to accompany the reading process and to serve as a prelude to writing.

6. Translation should not be used as a consistent teaching or testing device in Level III. Among its adverse effects on foreign language learning, translation gives undue prominence to English, whereas to achieve the aims of direct auditory and reading comprehension and of prompt oral response, English interference must be neutralized.

7. The teaching of culture in Level III will emphasize the acquisition of specific subject matter, not as isolated facts but as the basis for developing understanding, insights, attitudes, and appreciation with reference to the Israeli people, their language, land and culture.

8. Testing and evaluative procedures should operate, as far as possible, within the Hebrew language. Emphasis should be on testing linguistic performance in context or in natural situations. Where the operations to be performed are novel, complex or, for any other reason, likely to be misunderstood or misinterpreted, the directions should be given in English.

9. Although the language laboratory and classroom electronic equipment cannot replace live instruction, they can be used profitably to extend and supplement it. In using such aids, correlation with textbooks and teaching materials is essential for attaining the maximum of sequential learning with the greatest economy of time. The laboratory and classroom electronic aids can be used to advantage for pronunciation practice, structure and vocabulary drill, auditory comprehension practice and testing, oral production practice, and cultural enrichment programs. The language laboratory and classroom discs and tapes are invaluable in providing pupils with listening-comprehension experiences involving a variety of native Israeli speech at natural tempo.

10. Objective (visual) aids should be used purposefully to promote both cultural and linguistic learning. The chief uses of objective aids are: (a) psychological, *i.e.* to arouse and maintain pupil interest and to create a favorable learning atmosphere by simulating distinctive features of the foreign environment; and (b) linguistic, *i.e.* to objectify selected linguistic data as a basis for drill and conversation.

DEVELOPING THE LANGUAGE SKILLS, LEVEL III

Auditory Comprehension

The goal to be attained in developing this skill is the ability to understand Hebrew when spoken at normal tempo on topics within the scope of Levels I through III. These topics will be discussed later in this section, and they are also listed in some detail in the section entitled, *Vocabulary Range,* pp. 107-110. But first it is necessary to clarify what is meant by "Hebrew spoken at normal tempo," for only thus can we be sure that we are on solid ground in determining the techniques by which auditory comprehension can be most effectively developed.

The normal utterances of speech form a continuum of vocal sound which may convey meaning through such linguistic features as structure, vocabulary, enunciation, stress, intonation, juncture, and pause. Characteristic of speech is the rapid utterance of entire sequences of sound, not, as a rule, of individual words. If the learner concentrates on any of the above separate features of speech, or consciously tries to analyze or translate any particular feature, he will lose the thread of meaning, for speech flows on and does not pause for his deliberations. Thus, if a pupil is to learn how to comprehend Hebrew when spoken at normal tempo, he must acquire the ability to comprehend whole sequences of Hebrew speech without pausing to analyze or translate its separate features. The only way to develop this ability is massive and frequent exposure to normal speech, followed by analysis and repeated exposure.

It is assumed that by Level III the pupil will have acquired some basic skill in auditory comprehension, especially if audio-lingual techniques have been consistently used to automatize recognition and comprehension of structures and vocabulary, without recourse to translation. He will have heard his teacher present Hebrew structures and vocabulary in repetition drills, give model renditions of dialogue roles and memory selections, give oral commands (followed by action responses), read aloud, relate anecdotes, ask questions, read dictations and auditory comprehension passages, *etc.* He will also have listened to a certain amount of recorded Hebrew speech on discs, tapes and sound films. Such auditory comprehension experiences should, of course, be continued, but on a higher level, beyond the conventionalized, drill variety of speech and the slower delivery that had been required for beginners.

In Level I especially, and to a somewhat lesser degree in Level II, auditory comprehension had been tied to oral production on the principle that hearing and speaking are a concurrent process. This had been useful for the initial stages of learning, but reality compels us to recognize that auditory comprehension is also a special skill, and furthermore, one which can be developed at a faster rate than that of oral production. To the language teacher it is a matter of everyday observation that pupils can be taught to understand much more than they can actually reproduce orally. This has important implications for the teaching of auditory comprehension in Level III, for once we rid ourselves of the inhibitive practice of requiring pupils to reproduce orally the precise content of what they can comprehend audially, the way is opened for auditory comprehension of a much greater variety of topics more nearly approaching the maturity of comprehension which pupils have attained in English.

What this means in sustaining pupil interest should be self-evident, especially if we consider that after two or three years of studying a second language, with concentration on its basic structures and vocabulary, our pupils will have attained only a modest speaking ability in that language. But this need not be so with auditory comprehension if we develop it to the point where (a) the pupil can comprehend the gist of a recorded conversation between foreign pupils of his own age, (b) understand the general situation of a recorded anecdote or playlet, (c) grasp the plot essentials of a short narrative, (d) listen intelligently to a foreign radio or television interview, or to a news broadcast, or (e) follow the foreign language commentary of a film travelogue. These are among the recommended auditory comprehension activities of Level III.

It should be kept in mind that the listening activities described above represent a final stage of learning rather than a starting point. It is only after a series of carefully prepared and guided steps that the pupil eventually attains the goal of accurate auditory comprehension. The procedure may be likened to that of teaching intensive reading, only in this instance the major effort will be directed to the ear rather than to the eye.

SUGGESTED PROCEDURE FOR AN AUDITORY-COMPREHENSION LESSON
(Without Accompanying Text)

The following steps in teaching the auditory comprehension lesson are predicated on a suitably graded recorded passage or dialogue with playing time approximately two minutes. Although an accompanying text may be used by the pupils in a variation of this type of lesson, the procedure outlined below does not provide for such a text. An attempt is made to simulate a functional listening experience where the listener would normally not have the text before him. The recommended procedure is as follows:

1. MOTIVATION. Base this on content and direct it toward pupil experience.
2. PSYCHO-LINGUISTIC SET. Indicate briefly and simply in Hebrew the situation, context or frame within which the spoken material unfolds.
3. REMOVAL OF DIFFICULTIES: PHASE ONE. Teach and explain only those structures, vocabulary and cultural features beyond the hitherto attained audial range of the class.
4. FIRST LISTENING. Complete run-through, without interruption.
5. REMOVAL OF DIFFICULTIES: PHASE TWO. Using structures and vocabulary taught in step 3, ask questions to determine which further difficulties, if any, are to be cleared up. Spot-playing of difficult parts precedes and follows analysis and clarification.
6. SECOND LISTENING. Complete run-through, without interruption.
7. ACTIVATION OF RESPONSES. Activate only those structures and vocabulary which pupils will need for responses. Use spot-playing for cues to responses that pupils may find difficult.
8. THIRD LISTENING. Complete run-through, without interruption.
9. COMPREHENSION CHECK. Using structures and vocabulary activated in step 7, ask questions designed to elicit a summary. Terminate by a guided, and then a free, summary.

10. APPLICATION. Ask personalized and relay questions to elicit reactions, appreciation, analogies to pupil experience, *etc.*

The above are the fundamental steps of the auditory comprehension lesson, although the procedures may be varied, recombined or curtailed, depending on the teacher's skill, the ability of the class, the difficulty of the spoken material and the time available. This type of lesson aims at the development of audio-lingual skill, with accent on the "audio."* Lessons of this type should be given at regular intervals throughout Level III, using spoken Hebrew material of increasing difficulty, spoken by native Hebrew-speaking people at their normal rate of delivery, and dealing with the topics outlined below.

Classroom and laboratory exercises designed to develop listening comprehension may be divided into five types:

1. Auditory Comprehension
2. Audio-Lingual
3. Audio-Reading
4. Audio-Writing
5. Combination of the above

The first type has already been fully described in the lesson steps outlined above. This type is, of course, the one recommended for the development of auditory comprehension as a special skill. As indicated above, it is conducted entirely in Hebrew and corresponds to the functional uses of auditory skill in a Hebrew environment. Such functional uses would include the following types of spoken material:

Dialogues
Anecdotes
Short Stories
Playlets
News Broadcasts
Weather Reports
Travelogues
Interviews
Radio Skits
Song Recitals
Poetry Recitals

The other types are described later in this chapter in the discussion of *Reading,* p. 89, and *Writing,* pp. 99-106, and in the chapter on *The Language Laboratory,* pp. 159-172.

The content and scope of Level III auditory materials are almost identical with those of the materials used in Levels I through III for the development of the other language skills.

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*For auditory comprehension lessons in connection with the reading lesson and with writing, see the chapter on *The Language Laboratory*, pp. 159-172.

However, as a "passive" skill, auditory comprehension will cover a wider range of topics than is required for the development of speaking ability, which is an "active" skill, and hence, one in which more limited accomplishment is to be expected. The content and scope of materials used to develop auditory comprehension as a special skill would coincide more closely with those of its related skill, namely, silent reading, which may also be described as a "passive" skill. Consequently, the list of topics given in the section on *Vocabulary Range,* under the headings of intensive and extensive reading, pp. 110-111, will serve as the suggested content and scope for Level III auditory comprehension work. A selection of these topics is given here for the teacher's convenience.

Current Events
Holidays and Observances
Contemporary Life
Homemaking, Fashions
Theater, Film, Opera
Government, Politics
Biographical Sketches

Education, Schools
Sports, Recreation
Science and Industry
Travel and Communication
Art, Architecture,
  Monuments

It is by no means intended that all of these topics be taken up in detail. The selection of particular topics and their depth of treatment will be determined by the reading and cultural materials used in Level III and by the progress of the class. Teachers should also be guided by the grade or difficulty levels indicated in approved lists of disc and tape recordings.

Oral Production

General Considerations

By "oral production" is meant all the component oral skills that lead up to and include normal conversation. In Levels I and II, for the most part, it was the component oral skills that were practiced; *i.e.* mimicry pronunciation, oral recitation of dialogues and action series, and oral drill of patterned exercises, such as substitution, variation, cued and directed responses, and various types of question-answer drills. This was necessary to give pupils oral control over basic sound-structure patterns as they were progressively introduced. Some of these oral drills will, of course, be continued for the new structures and vocabulary that are taken up in Level III. However, these oral drills do not constitute conversation as the word is generally understood. They are only a prelude to our ultimate goal. Hence, in Level III, as a more advanced stage of language learning, there will be greater emphasis on what we shall call "conventional conversation," for reasons explained below.

It would be well for teachers of Hebrew to be highly circumspect in using the word "conversation" without further qualification when referring to oral drill activities in the classroom. As one of the earlier proponents of audio-lingual methods pointed out, we must distinguish between the "conventional conversation" of the classroom and the "normal conversation" of everyday life.* Confusion of these two concepts leads to circular thinking, conflicting methods and unfounded claims. To dispel some of this confusion, we must realize from the very outset that the teaching situation necessarily limits us to "conventional conversation." To be sure, there will be some occasions for more or less normal conversation even in the classroom, but these will be relatively few since opportunities for normal conversation occur largely outside of school, *e.g.* conversation with a native speaker of Hebrew.

As has already been indicated, conversation is likely to mean one thing to the foreign language teacher and quite another to the non-specialist. To the former it has the connotation of a systematic and carefully graded oral exchange between teacher and pupil; to the latter it usually means more or less purposive everyday talk. But we must remember that in the classroom the topics of conversation are initially limited in range and complexity, and as the course proceeds, they become increasingly numerous and complex. In everyday conversation there is no such controlled, progressive gradation; the range of topics is well-nigh infinite and unpredictable, the only pertinent factors being the situational stimulus which impels the speakers to speak, the sensitivity of their reactions to this stimulus, and their individual powers of expression.

It would therefore be illusory to believe that in Level III we are going to develop conversation as though it were a general skill which, once acquired, could be employed in all the situations and vicissitudes of everyday life. To develop conversational skill in this sense would require much more than three years of school instruction. This is confirmed by

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*See H. E. Palmer. *The Oral Method of Teaching Languages.* (Cambridge, England: Heffer & Sons, 1955).

the six-year sequence posited in the foreign language program. Adequate mastery of this difficult and complex skill must remain a theoretical ideal in Level III, to be striven for but, in actual practice, rarely attained under the usual conditions of classroom instruction.

Having defined our terms and set up some feasible limits to the meaning of conversational skill, we can now proceed to indicate how and to what extent this skill can be developed in Level III.

Normal Conversation in Classroom Routine

If Hebrew is to become the language of the classroom, the teacher must make it so from the very beginning. Starting the class period with English will not only delay the transfer to Hebrew but will also make it more difficult, because there must always be some vocal "limbering up" in Hebrew before speaking readiness is established. In common parlance among language teachers, this initial psycho-motor preparation is known as the "oral warm-up." It should come at the beginning of every lesson. This means that it should start with ordinary classroom routine.

Most basic Hebrew textbooks contain lists of classroom expressions. In addition, many teachers and chairmen prepare such lists for their individual and departmental needs. These lists of classroom expressions should, of course, be graded, for it is not expected that pupils can use them all from the very beginning. However, by Level III it is expected that pupils will already have acquired active mastery of a basic number of classroom expressions, and the teacher of Level III should reactivate these and round them out in order to be able to conduct the classwork almost exclusively in Hebrew.

The teacher must first of all set the example and then constantly insist that pupils use Hebrew for everyday class functions. Experience tells us that once the novelty of using the foreign language has worn off, the class will tend to lapse into English; and the same may often be true of the harassed teacher, eager to get the day's work under way. Teachers must be ever on the alert to counteract this tendency. Such effort is well spent, because the routine use of Hebrew represents one of the few instances in which conversation is naturally motivated by what goes on in the classroom and does not have to be artificially stimulated by some pretended situation. It offers an approach to normal conversation and sets the tone for using Hebrew in the work of the day.

Below is a list of the routine occasions which occur almost daily in the classroom and which afford opportunities for normal conversation in Hebrew.

Exchange of greetings (pupil-teacher; pupil-pupil)
Giving the date, day, class period or time
Remarking about the weather (seasonal, unseasonal)
Announcing coming events (school calendar, holidays)
Answering the roll-call (pupil announces the roll-call)
Stating reason(s) for absence or lateness
Expressing commiseration and wishes for speedy recovery
Extending birthday greetings and congratulations (songs)
Extending congratulations for notable achievement
Giving the assignment (page, chapter, exercise, line number)
Asking questions about the assignment
Assigning housekeeping tasks (boards, floors, windows)
Assigning boardwork
Calling on pupils to recite (relay or chain techniques)
Stating reason(s) for not having the homework
Requesting permission to leave the room
Giving directions for correction of boardwork
Asking and answering questions about boardwork, reading, *etc.*
Indicating lack of comprehension
Requesting teacher or pupil to explain something
Requesting teacher or pupil to repeat something
Asking a pupil to repeat more loudly or clearly
Pointing out and correcting mistakes
Suggesting improvement of pronunciation or diction
Agreeing or disagreeing with something said (reasons)
Expressing commendation or disapproval

The Systematic Oral Warm-Up

The vocabulary lists of Levels I and II are quite extensive and, as a result, it is not likely that pupils will have mastered them entirely by the end of the second level. However, it is expected that a great deal will have been accomplished in this respect by the time pupils are ready to enter Level III. In teaching active mastery of vocabulary for speaking purposes, the most difficult of all language skills, it is standard practice to concentrate on vocabulary levels prior to the one which pupils are currently engaged in learning. This is similar to the practice followed in extensive reading, where low-density material is used on a lower "plateau" than the one already attained by pupils.

Hence, for purposes of oral practice in Level III, it is recommended that teachers use the topics, or areas of interest, under which Level I and II vocabularies are grouped. These groupings represent some of the common speaking situations in the everyday life of pupils. Whereas normal conversation about classroom routine takes place at various points throughout the lesson, the systematic oral warm-up comes toward the beginning of the class period, usually while designated pupils are engaged in writing the homework or other exercises on the board. The oral warm-up is essentially "conventional conversation," *i.e.* a teacher-directed question-answer series revolving about one or two topics.

In order to budget the time devoted to oral warm-up (2 to 4 minutes), the teacher should check the Level I and II vocabulary topics against those occurring in the lesson of the day, *e.g.* reading, or auditory comprehension. Topics which occur in the lesson of the day need not be treated in detail during the oral warm-up because they will be sufficiently practiced during the lesson proper. However, they should not be ignored altogether as warm-up material because they provide an apt motivation which leads directly into the lesson of the day. Topics not covered in the lesson of the day should be reserved for more detailed practice at the beginning of other recitation periods. They may then have little or no relation to the day's topic, but they do perform a vital function in generating oral readiness, and in any event, are essential if speaking ability over a wide range of topics is to be systematically developed.

In addition to the oral warm-up, such topical question-series may also be extended to include written work; *i.e.,* the oral answers may be corrected orally and then written by pupils on the board or in their notebooks, followed by further correction of the written work. This type of extended practice corresponds to the Level III Regents question calling for written responses to oral questions. Examples are given in a following section of this bulletin dealing with *Writing,* pp. 99-106.

However, as a rule, written responses will not be practiced as frequently as the purely oral warm-up, which has economy of time in its favor.

Many teachers and chairmen use prepared series of topical questions for the daily oral warm-up, usually 10 to 20 questions under each topic. Such systematic procedure is essential if pupils are to master for active use the vocabulary and structures implied by the extensive range of topics for Levels I and II. For the convenience of teachers, these Level I and II topics are here combined into a single list.

- Greetings
- Expressions of courtesy
- School, Classroom, the Lesson, Homework, Language
- Family and Friends
- Age, Personal Description
- The House, Rooms, Furniture
- Professions and Occupations
- Meals, Foods, Beverages, Dishes and Table Settings
- Parts of the Body, Health
- Clothing, Materials
- Amusements
- Nature, Weather
- Country, Vacations
- Animals, Birds
- Fruit, Flowers
- Seasons, Holidays
- Travel, Transportation
- Nations, Government
- Military Terms
- Religions
- Time, Numbers, Arithmetic, Dimensions
- Post Office, Currency
- Colors, Qualities, Quantity
- Emotions, Abstract Notions
- The City, Buildings (materials), Shops, Shopping

Conversation Based on Reading

Since reading will occupy about half the time of Level III instruction, frequent opportunities for oral work will occur in the course of reading lessons. Oral work based on reading will include pronunciation of new vocabulary, oral drill of new structures, use of new vocabulary in structural context (original sentences), oral reading and various types of patterned responses leading to complete and independent answers. Of the patterned responses, "alternative" or "choice" questions are especially recommended since they simulate normal conversation. The questions are given sequentially to facilitate a controlled oral summary. The culminating stage is the free oral summary. Subsequent discussion by pupils and their corrections and additions to the oral summary, as well as their comments and reactions, supply an approach to normal conversation.

Another approach to conversation based on reading can be made by having pupils formulate simple questions of their own which they then ask of other pupils. Conversation about the correctness of the answers ensues. Similarly, pupils may be directed to prepare true-false statements and to call on other pupils to react orally; *i.e.* to agree that the statement is true, giving reasons, or to say that the statement is false, supplying a correct statement. This comes close to the "statement-rejoinder" aspect of normal conversation.

A more complete account of oral activities in connection with reading will be found in the following section on *Reading,* pp. 89-99. Of the many examples offered, preference should be given to those which promote conversation, as described above.

Conversation Related to Writing

Writing from dictation offers an opportunity for elementary oral practice if choral repetition is required of pupils before they write. Choral reading of the completed dictation may then serve as additional oral practice while at the same time enabling pupils to check what they have written. If the dictated selection is a dialogue, it may be recited antiphonally by designated chorus-sections of the class. Dictations which have intrinsic interest, as distinguished from those exemplifying sound-spelling features, may serve as the point of departure for "yes-no," "choice," or "relay" questions that form a kind of conversation.

At a more advanced stage of Level III, written summaries of outside reading assignments, or of a play, film, or broadcast program may be developed into oral summaries by a controlled question-series. Sufficient practice in developing written into oral summaries should eventually enable brighter pupils to prepare and deliver oral book reports of supplementary reading and oral summaries of various experiences involving the Hebrew language or Israeli culture. It will also facilitate for the entire class the development of skill in oral composition, the natural prelude to written composition.

Reading

General Considerations

The aim set for the development of reading skill is "to increase the ability to read new material in Hebrew within the scope of Level III, with direct comprehension and with appreciation." Concerning the scope of Level III reading, little need be said here, since it will be topically outlined with respect to both language and content in the sections on grammatical structures, vocabulary, idiomatic expressions and culture. Attention is directed particularly to the section entitled *Vocabulary Range*, pp. 107-111, which discusses the varying rates at which active and passive vocabulary are learned, and which lists the topics for both intensive and extensive reading given in the New York State syllabus.

We may well begin with a definition of reading which will show us why it is the activity *par excellence* for achieving a fusion of language skills. Reading has been defined as a process of "sight-sound-sense," in which "sight and sound" stand for the visual perception of graphic symbols representing speech sounds, and "sense" stands for comprehension of the meaning conveyed by the symbols. Even in silent reading, as has been demonstrated by laboratory tests, there is an involuntary activity of the vocal organs known to psychologists as "silent speech," which occasionally becomes overt in the form of lip movements. This activity usually becomes attenuated as fluency in reading is developed; but the fact that "silent speech" persists even in fluent readers, demonstrates the inter-dependency of speaking and reading. Thus it follows that oral activities in connection with reading rest on a sound psychological basis and should be a part of every reading lesson.

Types of Reading

The process of reading may also be considered from a functional point of view, that is, with reference to the actual use of reading. From this point of view, a distinction emerges between oral and silent reading. Oral reading has the special function of conveying meaning to one or more auditors, whereas silent reading is the function by which individuals derive for themselves the meaning of a printed text. As far as frequency of use is concerned, silent reading is of greater importance because general learning is, to a great extent, dependent upon it. Silent reading, furthermore, is superior to oral reading for purposes of grasping content because it is free of the distracting factors which operate in oral reading, where attention must be paid to the mechanics of oral production. How often do pupils read aloud, and then, when questioned as to the content of what they have read, find themselves tongue-tied? Thus we can see that the distinction between oral and silent reading has important implications for the teacher. Although some oral reading should form a part of every reading lesson, silent reading should predominate because it is the most common and most efficient way by which most individuals comprehend printed matter both for information and for enjoyment.

If we view reading as a developmental process, we may make a further distinction between *intensive* and *extensive* reading. From this point of view, intensive reading may be considered the process by which pupils are taught to read, while extensive reading would be the process by which pupils practice what they have learned and thereby extend their reading power. Intensive reading may be likened to a "pre-digestive" activity wherein the obstacles to comprehension and fluency are broken down and removed, thus enabling the pupil to read fluently and to assimilate the content of what he is reading. If, during the pre-digestive phase, the pupil has learned the techniques by which the obstacles have been overcome, and can then apply these techniques of his own accord in subsequent reading, he may be said to have acquired the power to read new material.

The general considerations discussed above are exemplified in the outlines for reading lessons that follow. It should be borne in mind that these outlines are quite detailed and that not all of the suggestions offered would necessarily apply to any given lesson. Teachers may therefore select those suggestions which are pertinent to the particular lesson they are teaching, as long as they observe the general sequence indicated by the main captions in the outline.

SUGGESTED PROCEDURE FOR AN INTENSIVE READING LESSON

I. MOTIVATION

A. Based on pupil experience and interest
B. Based on content of a preceding lesson

II. AIMS

A. Substantive: to understand the meaning of the reading selection
B. Linguistic: to learn specified vocabulary, structures and idioms

        1. for either passive or active mastery, as planned by the teacher
    C. Functional: to acquire fluency in silent reading and expression in oral reading
    D. Stylistic: to recognize and appreciate devices and nuances of style
    E. Cultural: to acquire cultural data, insights and appreciation.

III. REMOVAL OF DIFFICULTIES
    A. Explanation of new vocabulary (conducted as much as possible in the foreign language)
        1. synonyms, antonyms, cognates
        2. word formation (derivation of words from other parts of speech)
        3. word analysis (stems, prefixes, suffixes)
        4. definition
        5. inference from context
        6. English equivalent
    B. Explanation of new structures and idioms
        1. simple paraphrase
        2. analogy to structure or idiom previously learned
        3. inference from context
        4. analogy to English structure
        5. "spot translation"

IV. READING
    A. Oral (by teacher, of part of the text)
    B. Silent (by pupils, of the same passage or other passages)
    C. Oral (by pupils, after silent reading, or after oral reading by the teacher)

Note: In general, pupils should not read aloud any materials which they have not seen or heard.

V. DEVELOPMENT AND TESTING (Oral or Written)
    A. Questions and answers in Hebrew
        1. In English, only if necessary
        2. Vary straight questions by "yes-no" or "choice" questions
        3. With difficult material, use "cued" responses
    B. Brief medial summaries in Hebrew
        1. In English, if necessary
    C. True-False exercises

D. Multiple-choice exercises
E. Completion exercises
F. Further word study
G. Explanation of cultural allusions
H. Literary appreciation

VI. FINAL SUMMARY IN HEBREW

A. Collective summary
    1. Given by several pupils and cued by the teacher when necessary
B. Summary guided by key words written on the board
C. Answers to questions appearing on board slips
    1. Round of questions and answers, one pupil calling on the next ("chain reaction")
    2. Choral reading of answers by class
D. If suitable, a summary by dramatization
E. Dictation of a summary based on the passage

VII. ASSIGNMENT

(Differentiate to provide for individual differences.)

A. Rereading the passage
B. Writing answers to selected questions in Hebrew
C. Writing a summary in Hebrew
D. Learning new vocabulary (using words in original sentences)
E. Constructing additional questions based on the passage

Note: Since the aim of this lesson is reading, the major portion of class time should be devoted to items III, IV, and V. Not all the devices listed should be included in every lesson.

SUGGESTED PROCEDURE FOR AN EXTENSIVE READING LESSON

Extensive reading has two principal purposes: (a) the rapid comprehension of material for the increase of reading skill, and (b) the acquisition of an increased passive vocabulary. Extensive reading is used to cover rapidly such portions of the class text as are not taught intensively. It also permits the introduction of more varied reading matter than is found in the class text. As a rule, most outside reading in Hebrew is done extensively; *e.g.*, supplementary reading, book reports, reports on articles in Hebrew newspapers and magazines, *etc.*

I. MOTIVATION

II. AIMS

III. REMOVAL OF MAJOR DIFFICULTIES
  1. Pre-reading questions or guides

IV. SILENT READING
  1. In class or outside

V. EXERCISES
  1. Testing of comprehension
    a. Questions and answers in Hebrew
    b. Summaries in Hebrew
  2. Composition work based on outside reading
  3. Summary or composition based on such portions of the class text which, for lack of time, are not taught intensively

Word Study

The learning of vocabulary is an intrinsic part of learning to read. In acquiring the facility of recall necessary for fluent reading and for conversation based on reading, memorization undoubtedly plays an important role. Consequently, teachers usually employ associative devices as learning and memory aids in teaching new vocabulary. These devices are chiefly synonyms, antonyms and cognates. Aside from their associative aspects, their chief virtue resides in the fact that they permit the teaching of vocabulary entirely in the foreign language. However, although the teaching of vocabulary by means of synonyms, antonyms and cognates is recommended, each of these devices has pitfalls of which the teacher should be aware.

The approximate nature of synonyms (they are rarely exact equivalents) limits their use for precise determination of meaning. The pupil who acquires the notion that synonym pairs or triplets are at all times interchangeable, will run into difficulties later on when semantic range, usage and style become important factors in the comprehension and appreciation of a Hebrew text. The same applies to antonyms, which present further possibilities of confusion in that they frequently include not only true opposites but also negatives and contrasts. Even more unreliable are cognates, which, despite their name, are not always easily recognizable, and which generally require a knowledge of derivations and patterns of phonetic and orthographic change that might be expected of a linguistic scholar, but certainly not of the average high school pupil. The tendency of some teachers and textbook writers to use many cognates in the beginning phases of instruction gives a misleading impression to pupils of the apparent ease of learning vocabulary, and in many cases, they acquire the vicious habit of imputing meanings to words solely on the basis of superficial resemblances bearing no cognate relationship whatsoever.

It is not to be inferred from the above remarks that synonyms, antonyms and cognates are to be eschewed altogether as devices for teaching vocabulary. The important thing for the teacher is to realize their limitations and to use them judiciously. They should certainly not be used to convey false linguistic notions, nor should they be used as an end in themselves; that is, they should not, as a rule, be studied [illegible] is also important for the teacher to realize that there are more precise techniques for teaching vocabulary entirely in the foreign language, namely, by means of word formation, word analysis, inference from context, and simple definition or paraphrase.

A Note on Translation

In the reading aim set forth above, teachers should note the implications of developing the ability to read "with direct comprehension." What this means is that the teacher is expected to guide pupils by progressive stages until they reach the point where they can grasp the thought of a Hebrew text without recourse to translation. Direct comprehension in reading Hebrew, like "thinking in Hebrew," cannot be produced by fiat, nor by some magical method. It builds up gradually and comes as the end product of a prolonged series of exercises in both intensive and extensive reading of a variety of progressively graded reading matter.

Until this end product is acquired, it is to be normally expected that translation, whether oral or silent, whether acknowledged or not, cannot be entirely suppressed. And, indeed, in the general principles for Level III, a limited use of English is anticipated. However, this does not mean that translation is to be encouraged; on the contrary, it can be stated positively that fluency in reading and direct comprehension of a Hebrew text would be immeasurably more difficult to achieve if translation into English were the sole technique employed in the teaching of reading. And conversely, fluency and direct comprehension will be actively promoted by conducting the reading lesson almost exclusively in Hebrew. At the most, English would be used for "spot translation" of difficult structures and for explaining vocabulary or cultural allusions that could not be explained in Hebrew within the range of vocabulary hitherto attained by pupils.

SUGGESTED LESSON PLAN
INTENSIVE READING (Level III)

(From *Modern Hebrew*. Vol. II, pp. 330-331*)

מים בנגב

שנת 1949 בקבוץ ״נצנים״, שבועות אחדים אחרי חתימת ההפוגה בין מצרים ובין ישראל. החלוצים והחלוצות כבר הקימו מגדל, גדר ובית־עם, ומחכים בכליון עינים לבוא הצנורות למים. המשרד המרכזי הבטיח לשלח את הצנורות במכוניות אבל עוד לא באו. לפנות ערב נשמע קול שיר ״הס השמש גוע דום״ כאשר נכנסים החברים אל בית העם. כולם נאספים ויושבים.

שמעון (ראש הקבוץ): חברים וחברות, אתם יודעים למה קראתי אתכם לאספה. המצב קשה. נשארו די מים בחביות לימים אחדים. המכוניות היו צריכות להביא את הצנורות, אך כידוע לכם, עוד לא באו. מה נעשה אם לא יבואו בזמן ? לא טוב לחכות עד הרגע האחרון. מה דעתכם, חברים ?

שמואל : לעוד כמה ימים יספיקו המים שבחביות ?
שמעון : לעוד שלשה ימים.
שמואל : אמנם המצב רציני. אולי נצטרך לעזוב את המקום הזה. איך נוכל להמשיך בלי מים ?

רות : חברים וחברות, אל נא נדבר על עזיבה. באנו כדי להחזיק בנקודה הזאת לעמנו. אם לא נכבוש את הנגב, לאן ילכו אלפי אחים ואחיות המחכים בכליון עינים לעלות לארץ ?

יחיא : הסדק (הצדק) עם הגברת רות. באנו הנה בעזרת השם

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*Biumberg and Lewittes. *Modern Hebrew*, Vol. II, pp. 330-331 (New York: Hebrew Publishing Company [c. 1952]). Reprinted by permission.

20 להתישב כאן ובעזרת השם נשאר כאן. נחרוש ונזרע ונטע,
והשם יסליח (יצליח) את דרכנו.

שמעון: כל הדברים האלה יפים וטובים אבל לא יביאו לנו מים.
אם יהיו לנו צנורות, נוכל לחבר ולקשר אותם אל הקו העקרי
ואז יבואו המים בשפע. למי יש הצעה מעשית?

I. MOTIVATION—Develop a discussion about the importance of a water supply in the Negev and its implications for the future growth and development of the country. End with the statement that now the class is going to read about a critical moment in the installation of water pipes.

II. AIM—The title מים בנגב is then written on the board, after the teacher announces the topic of the lesson.

III. PROCEDURE

A. Removal of Difficulties

1. The following words may be explained by pictures, explanation or definition in Hebrew, illustrative sentences in Hebrew, study of roots, synonyms, antonyms, contextual suggestions and dramatization. The teacher will use whichever seems most appropriate for each item. The items may be treated independently or as part of a continuous narrative which the teacher makes up for presentation. The definitions should be provided by the pupils wherever possible.
List the words on the blackboard.

מערכה
"נצנים"
חתימת ההפוגה
צנור, צנורות
משרד מרכזי
חבית, חביות
יספיקו
רציני

עזיבה
להחזיק
נחרש
קו עקרי
הצעה
בשפע
מעשית

2. Call attention to the characteristic pronunciation of צ by the Yemenites, which is closer to that of ס.
3. Call attention to the irregular plurals of צנור and שבוע and the formation of חביות from חבית.
4. Note the agreement of מים and יספיקו.

B. Reading and Testing Comprehension

1. After alerting the students to the fact that he will ask questions in Hebrew which they will be required to answer in Hebrew, the teacher reads aloud lines 1-6. After he has read the paragraph, the teacher asks the following questions:

   1. באיזו שנה מתקימת האספה הזאת של החלוצים ?
   2. מה קרה אז בין מצרים ובין ישראל ?
   3. מדוע הקימו מגדל גדר ?
   4. למה חכו בכליון עינים ?
   5. מי הבטיח לשלח את הצנורות ?
   6. מה שם השיר ששמעו ?

2. Lines 6-15 will now be read silently by the students. Prior to the reading, the teacher will indicate that at its conclusion he will ask them to give a brief summary of the passage in Hebrew.

3. The rest of the passage will again be read aloud by the teacher. After his reading the students will be asked to reply כן or לא to the following series of questions and to give the correct version of those sentences which are incorrect:

   1. צריך לצאת מן המקום הזה, כי אין שם מים.
   2. החלוצים רוצים לעזב.
   3. אלפי חלוצים מקוים לעלות לארץ.
   4. יחיא מתנגד לדברי רות.
   5. שמעון אומר שצריך להביא עוד צנורות.

C. Word Study

The teacher has the following list on the board and elicits answers from the pupils.

Synonyms	*Antonyms*	*Word Families*
1. בכליון עינים	1. חתימה	1. מערכה
2. גוע	2. קשה	2. הקימו
3. מצב	3. טוב	3. נאספים
4. אמנם	4. יפה	4. ידוע
5. בשפע	5. לעלות	5. נצטרך

IV. SUMMARIES

A. The teacher now assigns five students to dramatize the passage just read. The first student will read the introduction and the others will act out the different parts.

B. While this dramatization is carried out, five other students will write on the side board the answers to five questions from slips which the teacher has distributed during the silent reading.

1. איפה נמצא קבוץ ״נצנים״ ?
2. מדוע התאספו החברים בבית העם ?
3. לכמה ימים יש מים ?
4. האם מוכנים החלוצים לעזוב את הקבוץ ?
5. מה אמר יחיא התימני ?

C. After the sentences have been corrected, the class reads them chorally.

V. ASSIGNMENT

א. להעתיק וללמוד את רשימת המלים.
ב. לקרוא את הקטע בבית ולהכין סיכום.
ג. עבודת רשות: לכתוב תיאור: ״יום אחד בקיבוץ״.

Writing

General Considerations

To give direction to the following discussion of the types of writing to be done in Level III, it is best to review what has been said about writing in the Aims and in the Guiding Principles of Level III. The Aims stressed the further development of writing ability "without resorting to translation" (item 4). The Guiding Principles pointed out that in Level III the writing skills would be practiced mainly in conjunction with reading, and that audio-lingual activities based on reading would serve as the "prelude to writing" (item 4). The Guiding Principles also touched on the adverse effects of translation (item 5).

In addition to the Aims and Guiding Principles, a review of the writing activities recommended for Levels I and II will give us the point of departure for the discussion of writing activities in Level III. The chief types of writing practiced in Levels I and II were: (a) *imitative* (copying, dictation); (b) *guided* (completions and short responses); and (c) *controlled* (writing of cued responses, directed dialogue, *etc.).* In some cases, no doubt, a beginning had been made in the writing of directed and of free composition, but this cannot be assumed for all classes of Level II.

As a general principle, it may be stated that some writing, in one form or another, can be introduced in connection with the development of each of the three skills previously discussed. After auditory comprehension exercises, short or complete answers can be given orally and then written. In connection with oral production, rejoinders to statements and responses to questions or commands can be written after they are spoken. In connection with reading, there can be dictations, written exercises and written summaries. Furthermore, by extension of any of these forms of writing into a connected series of sentences, we can develop the rudiments of composition.

In developing the writing skills, a distinction should be made between the skills *per se,* as they are practiced in the classroom, and the manner in which they are tested in the Level III Regents Examination. The objective form of the examination and the attempt to operate almost entirely in Hebrew necessarily limit the possibilities of cursive answers and give undue emphasis to passive recognition. While perhaps indispensable in mass testing, short answers and multiple choices need not be used when dealing with smaller groups. It is therefore expected that teachers, as often as time permits, will require complete written responses in their classroom practice, in testing and in homework.

Types of Writing

It will be seen from the following outline of Types of Writing for Level III that most of the general types practiced in Levels I and II will be continued in Level III. It is not so much in type as in variety, extensiveness and depth of treatment that Level III writing will differ from that of the previous levels. The chief innovations in Level III will be more extended forms of writing, ranging from directed to free composition. Letter writing, as a form of directed composition, will also receive fuller treatment in Level III.

Directed composition, with instructions either in English or in Hebrew, will be the chief type of writing favored in Level III. This by no means precludes the writing of free composition on assigned topics. However, the amount of time which can be devoted to free composition in Level III is necessarily limited; and in any case, whether or not free composition becomes a feature of Level III instruction will depend on the teacher's initiative and the calibre of the class. For this reason, the full development of free composition is not anticipated until Level IV.

I. Dictation
  A. Types of material
    1. Familiar
    2. Unfamiliar
  B. Sources of material
    1. A 100-word connected passage or anecdote
    2. Passages from reading texts
    3. Passages especially constructed or selected to drill or test specific sounds or structures
  C. Administration
    1. Brief selections given frequently are preferable to long passages
    2. With familiar material the passage should be read once or twice by the teacher. With unfamiliar material the passage should be read at least twice. The first reading, with pupils listening, should be given at about the speed of the usual public speaker; the second, slowly, in breath groups, while the pupils write. The punctuation should be given in Hebrew during the second reading. A third reading is given at the speed of the first one.

II. Completion of a Series of Connected Sentences

After a topic such as יום בחיי תלמיד has been discussed, the students may be asked to complete a series of sentences; *e.g.*,

A. קמתי היום ב..................

B. .... את ידי ואת פני ולבשתי את ....

C. אכלתי ....

D. הלכתי ל.................. ב..................

E. .... שמה בשעה ....

F. .... ארוחת הצהרים אחר השעור ....

G. בשלש .... מבית הספר והלכתי ....

H. אחר הצהרים ....

I. בשש בערב ....

J. אחרי ארוחת הערב ....

III. Directed Composition (with directions in Hebrew)

A topic, such as קניתי מתנה לאמי, may be selected and a series of instructions given in Hebrew; *e.g.*,

כתב עשרה משפטים לפחות על הנושא ״קניתי מתנה לאמי״.
השתמש בפרטים הבאים:

A. יום הלדת אמא
B. מה לקנות
C. הנסיעה לחנות
D. חלונות הראוה
E. שיחה עם החנוני
F. במה לבחור
G. החזרה לבית
H. מסירת המתנה
I. שמחת אמא

IV. Directed Composition (with directions in English)
Write a letter to a friend in Israel. The letter must consist of ten grammatically complete sentences in Hebrew, containing the information given in the instructions below. Together, these sentences are to form a unified letter. Be sure to include in your letter the date, the salutation, and the complimentary close.

Tell your friend

A. how you went there
B. how long your trip lasted
C. who traveled with you
D. what places you visited
E. what interested you most
F. what was your favorite city
G. what you saw there
H. how much time you spent on your trip
I. how you returned home
J. how you felt after the trip

V. Guided Summaries by Questions in Hebrew or by Outline
A. through questions in Hebrew the answers to which will form a summary of the passage
B. through key words and phrases, arranged sequentially, that will guide the student in writing a summary of the passage
C. through an outline in Hebrew

VI. Written Answers in Hebrew to Oral or Written Questions
Write a suitable and grammatically complete answer in Hebrew to each of the following questions:

א. מה אתה חושב לעשות אחר חג הסיום ?
ב. מה אתה אוהב לאכל בצהרים ?
ג. מה עשית בקיץ שעבר ?
ד. באיזו שעה אתה שוכב לישון ?
ה. איך אתה בא לבית הספר ?

VII. Use of Selected Words or Idioms in Original Sentences

א. כתב משפט במלה ״ממשלה״.
ב. כתב משפט בניב ״עלה יפה״.
ג. כתב משפט במלים ״לו הייתי״.

VIII. Written Description of a Picture

IX. Free Composition on an Assigned Topic

כתב חבור (מאה מלים) על אחד הנושאים האלה :
א. פתאם נכנס אבא
ב. לו היה לי כסף
ג. כאשר אגדל
ד. ברחוב לפני ביתי
ה. לא ידעתי מה לעשות

X. Mechanics of Letter Writing

A. DATE

1. ז׳ בניסן תשכ״ז
(17. 4. 1967)
הערה : בתאריך הלועזי יבוא היום לפני החודש.

2. י״ז באפריל 1967

B. SALUTATIONS

1. אבי היקר
2. אמי היקרה
3. ידידי היקר
4. אדוני הנכבד (בקצור : א. נ.)
5. גברתי הנכבדה (בקצור : ג. נ.)

C. COMPLIMENTARY CLOSE

1.	Yours truly	בכל הכבוד ; בכבוד רב
2.	Yours sincerely	בברכת חברים
3.	Affectionately	ברגשי חבה
4.	Kindest regards	דרישות שלום לבביות

D. ADDRESSING THE ENVELOPE

1. משה שמואלי
רחוב הירקון 35
תל אביב
ישראל

2. יהודית כספי
ת. ד. 303
ירושלים
ישראל

Free Composition

The procedures for the writing of directed composition are fully illustrated by specific examples in the outline of Types of Writing that follows. However, for free composition, only a few topics are suggested, with no indication as to procedure. Although, as previously indicated, the full development of free composition will not come until Level IV, it is appropriate at this point to offer some suggestions for the teaching of free composition for those teachers who wish to introduce this type of writing in Level III.

Free composition involves the original, independent and easy manipulation of language. It requires imagination, resourcefulness and skill. The ability to express or "compose" one's thoughts in any language is always an exacting task which requires a knowledge of words, structures, idioms and correct usage, as well as a background of experience and a fund of ideas. Preoccupation with the mechanics of language must not be so great as to interfere with the generation and flow of ideas.

It must be assumed, therefore, that pupils will already have acquired some facility of expression in Hebrew before embarking on the creative activity of free composition. This facility need not extend to complete mastery of the language in all its phases. For the purposes of writing on an assigned topic, a mastery of the linguistic details relative to that topic would, for the most part, be sufficient. Consequently, setting a single topic for the entire class would be the simplest and hence the beginning stage of teaching free composition.

Once pupils have gained sufficient mastery in making independent assertions and rejoinders, in giving independent responses and in constructing original sentences, the teacher can develop a selected topic orally by means of a prepared series of sequential questions in Hebrew. The teacher uses these questions to elicit a variety of responses from the class. Several pupils are sent to the board, each of whom, in turn, writes one of the acceptable responses to the same question. The result is a series of varied responses to the same question. This procedure is repeated in phases until the body of the composition, say five or six sentences, is complete and available to pupils for note taking of their individual choices and variations. The same procedure is followed to develop introductory or topic sentences, transitional phrases and concluding sentences.

In a similar way, other possibilities for encouraging free composition may be created by making the composition a center of interest for group activity. The advantage of developing a composition by a group is that the collective ability, linguistic knowledge and imagination of the group is made available to all and is helpful and stimulating to the slower pupils. A suggested sequence for group development of a composition is:

1. Oral discussion in Hebrew of a topic selected by the group
2. Organization of the ideas to be included
3. Eliciting key vocabulary, phrases and sentences from the group, writing these on the board, correcting and copying them in notebooks
4. Cooperative reading and dictation of original sentences by members of the group
5. Individual writing, with individual variations

The attainment of a measure of ability in creative writing gives the pupil a sense of achievement, leads to an interest in foreign correspondence and in writing articles for publication in a school Hebrew language publication. Pupils who have literary ability and interests should be encouraged to write short compositions, letters or poems in Hebrew. Types of free composition, in addition to suggested topics, may include the following:

1. Summary and personal evaluation of a story read in class or as supplementary reading
2. Summary and personal evaluation of a newspaper or magazine article

3. Brief personal narratives on such topics as:

   חברי הזמין אותי למסיבה
   מקרה מענין בדרכי לבית הספר
   בקיץ הבא
   הוא היה חברי הטוב
   כאשר נסעתי למדינת ישראל
   אני אוהב לשחק...
   בשעותי הפנויות
   תכנית הרדיו (הטלביזיה) המענינת אותי ביותר
   אמי אמרה לי ל...
4. Completion of a story begun in class, or told by the teacher, or written by a gifted pupil.

CONTENT AND SCOPE, LEVEL III

Grammatical Structures

A review of items taught in Levels I and II is essential. Many of these items were taught on an elementary level. They will now be presented in greater detail for reinforcement of knowledge and enlargement of scope. Certain items will receive greater stress than others since materials will be adapted to the needs of the pupils. Level III will also include items not previously taught or stressed which are important in rounding out the pupils' knowledge of the structure of the language for the increased functional activities of this level, *e.g.* reading and writing.

I. NOUNS
   A. Plurals of masculine and feminine segolate nouns; e.g., שמלה, ילדה, ספר, עבד, מלך, חדר, בגד, ילד
   B. Irregular plurals; e.g.
      חלון, קיר, מקום, שם, נר, קול, שבוע, רחוב, אב, שדה, שנה,
      מלה, בן, בת, איש, אשה, אח, אחות, בית, עיר
   C. Possessive endings of masculine and feminine nouns, singular and plural
   D. Use of ל with nouns to denote possession
   E. Possessive endings of segolate nouns, singular and plural

II. ADJECTIVES
   A. Demonstrative:
      ההם, ההן ; ההוא, ההיא ; זה, זאת, זו ; הזה, הזאת ; הללו

III. PRONOUNS
  A. Possession in all tenses and persons, singular and plural; e.g., יש להם, יהיו לנו, היו לך, יהיה לי, היה לי
  B. Pronominal suffixes with prepositions; e.g., אחרי, לפני

IV. NEGATION: USE OF לא and אין

V. ALPHABET AND VOWELS
  A. Names of letters
  B. Names of vowels
  C. Numerical value of letters and their use; e.g., ט״ו בשבט
  D. Use of dictionary

VI. CARDINAL NUMBERS TO 1000

VII. VERBS
  A. Classes: ל״ה, ל״א, ע״י, ע״ו, פ״י, פ׳ גרונית, פ״נ, שלמים
  B. Irregular verbs; e.g., הלך—ילך, צריך—הצטרך, יכל, נתן, לקח
  C. Verbs falling into two classes; e.g., אפה, יצא, בוא
  D. *Kal, Nif'al, Pi'el, Hif'il,* and *Hitpa'el* in all tenses of intact verbs and verbs of high frequency

VIII. CONDITIONAL SENTENCES
  A. With past tense; e.g., לו היה לי זמן הייתי נוסע לישראל
  B. With future tense; e.g., אם יהיה לי זמן אבוא לביתך

IX. LOCATIVE *HE;* e.g., ארצה ישראל, העירה, הביתה

Vocabulary Range, Level III

Since Level III is the year in which the development of reading power is stressed, and since this development is inconceivable without the acquisition of a greatly increased vocabulary, the question of vocabulary range assumes vital importance. The term "vocabulary range" is used because it is no longer feasible to provide definite vocabulary lists as was done in Levels I and II.

The reasons for this are inherent in the growing divergence between "active" and "passive" (or "recognitional") vocabulary that sets in as silent reading for comprehension increases in frequency, quantity and scope. Several factors are operative here; for one thing, silent comprehension is much easier than the immediate recall and articulatory power required for oral production. In silent reading there is time for deliberation, for inferring meanings from context or from word analysis, and for putting into play the recognitional skills derived from the study of cognates and the functions of lexical elements (prefixes, suffixes, *etc.*). Analogical reasoning based on life experience and reading in English, as well as the frequent recurrence of basic words, also promote the rapid expansion of recognitional vocabulary.

Thus it can be seen that in the development of reading power a point is reached where the ability to recognize the meaning of words can be said to develop in geometric ratio, whereas the development of the power of recall for active oral production proceeds in arithmetic ratio. This means that the guiding principle of Level I, which states that nothing is to be read which has not first been mastered audio-lingually, must be modified for Level III. In silent reading for comprehension and in extensive reading there is bound to be a vast area of subject matter that can be read and understood but not necessarily articulated with the same facility and correctness that is expected in the strictly audio-lingual phase of Level I. And it certainly would not be wise to limit the vocabulary range required for increased maturity and interest of reading matter until the same range had been mastered audio-lingually.

Another factor which makes it unfeasible to prescribe a set word list for Level III would be the unwieldy dimensions which such a list would assume. It would come to about 1,500 words for Level III alone, and might be even longer if cognates, compounds, geographical names, *etc.*, were included. Furthermore the great variety of textbooks and reading materials, and the large number of sources and topics suggested in the N.Y. State foreign language syllabi as "areas of interest" in which pupils are expected to speak and read would make such a list incomplete no matter how many words it contained.

For the above reasons, this curriculum bulletin can only indicate the vocabulary range suggested by the areas of interest given in the N.Y. State syllabi for the various foreign languages. The particular textbooks and reading materials used in a particular school in Level III will determine the specific vocabulary to be included in the different areas of interest.

In determining which words to teach for active mastery, the teacher should be guided by the vocabulary lists of Levels I and II, and by the vocabulary range suggested below by Topics for Audio-Lingual Experiences, Topics for Conversation, and Topics for Oral Reports in connection with reading.

In teaching vocabulary for passive comprehension, the teacher should be guided by the vocabulary range suggested by Topics For Extensive Reading.

Where there is a duplication of topics under both intensive and extensive reading, it is, of course, anticipated that the maturity of oral performance in connection with intensive reading will be greater than that in connection with extensive reading.

OUTLINE OF TOPICS DETERMINING VOCABULARY RANGE*

I. SUGGESTED CONTENT AND TOPICS FOR AUDIO-LINGUAL EXPERIENCES

A. Making appointments, meeting, going somewhere together
B. Asking directions for reaching a place
C. Describing the actions needed for using means of transportation
D. Naming and describing the essential elements of the following activities:
    1. In the theater: the usher, the program, the seats
    2. At the library: the type of book, the librarian, borrowing
E. Procuring goods and services
F. Expressing regret, sympathy, appreciation, agreement, disagreement, surprise
G. Expressing social amenities
H. Expressing interpersonal relationships
    1. Forms of address
    2. First names
I. Expressing leave-taking at the end of an activity

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*Abstracted from *Spanish for Secondary Schools*. N.Y. State Education Department. Albany, 1961. References to vocabulary appear on the following pages: 47-49; 52-53.

II. TOPICS FOR CONVERSATION

A. Everyday Activities
   1. At the department store
   2. At the service station
   3. At the barber's (beauty salon)
   4. At the men's clothing shop (dress shop)
   5. At the railroad station
   6. At the airport
   7. In the subway (the bus)
   8. At the examination
   9. Appointment at a restaurant
   10. At a sports event
   11. At school
   12. On the telephone

B. Cultural Activities
   1. At the library
   2. At the bookshop
   3. Visit to an art museum
   4. At the movies
   5. At a concert (at the opera)
   6. A television program
   7. A radio news broadcast
   8. A trip of cultural interest
   9. A foreign newspaper (magazine)

III. SUGGESTED TOPICS FOR ORAL REPORTS
(in connection with reading)

A. A great historical personage
B. A great scholar, scientist or artist
C. My hero
D. An interesting character
E. A book that I have read
F. A good movie that I saw
G. An interesting event
H. My future career

IV. SUGGESTED TOPICS FOR INTENSIVE READING

A. Science
B. Art
C. Music
D. Politics
E. Short stories
F. Plays
G. Short novels
H. Biographies
I. Essays
J. History
K. Poetry

V. SUGGESTED TOPICS FOR EXTENSIVE READING

A. Foreign periodicals (news items, features, advertisements, anecdotes, reviews, editorials)
B. Pamphlets
C. Current Events
D. Sports
E. Theater
F. Contemporary Life
    1. Homemaking
    2. Fashions
    3. Government
    4. Schools
    5. Travel
G. All topics in IV, above, on a simpler level

Idiomatic Expressions, Level III

1. אותו היום
2. איש־צבא
3. אי־אפשר
4. אלא אם כן
5. אם הדרך
6. אם ירצה השם
7. אמיץ־לב
8. אסור
9. אף־על־פי; אף על פי כן
10. אצבע אלהים
11. בא בימים
12. בושה וכלימה
13. בין כך ובין כך
14. בין הערבים
15. בית הקברות, בית עולם
16. בן־אדם
17. בן־חיל
18. בן מות
19. בעל מלאכה
20. ברוך השם
21. ברך לשלום
22. בשר ודם
23. בת צחוק
24. דרך אגב
25. דרך ארץ
26. הכניס אורחים
27. הצדק עם, הצדק את
28. בהן צדקי
29. הצטרך לבריות
30. בלי הרף
31. (כ)הרף עין
32. השמיע ברבים
33. זבת חלב ודבש
34. זה כבר
35. זכרונו לברכה
36. חיי שעה
37. חלילה לי
38. חלם בהקיץ
39. חס ושלום
40. חרה לי
41. יצא ידי חובתו
42. יצא מדעתו
43. כבש את יצרו
44. (ב)כליון עינים
45. כרת ברית
46. כשורה
47. כפי הנראה
48. כתמול שלשום
49. הלא כן ?
50. מדי פעם בפעם
51. מה איכפת לו ?
52. מזלו שחק לו
53. מחא כף
54. מישהו
55. ממשמש ובא
56. מסר את נפשו
57. משהו
58. נחת רוח
59. נכנס לתוך דבריו
60. נפל חלל

61. נפל רוחו
62. נפשו קשורה בנפשו
63. נתן לו
64. נתן קולו
65. בסבר פנים יפות
66. עוד מעט
67. (ב)על כרחו
68. עלה בידו
69. עליו השלום
70. עליו ועל צוארו
71. עם הארץ
72. ערך שלחן
73. לעתים קרובות
74. לעתים רחוקות
75. פסק־דין
76. פרא אדם
77. קבל פניו, קדם פניו
78. קפיצת דרך
79. (ב)קצר רוח
80. קצרה ידו
81. רבונו של עולם
82. שמח בחלקו
83. תוך כדי מעשה
84. תכף ומיד

Culture Topics, Level III

The following is a suggested checklist of topics to be treated in Level III. These topics should be taken up preferably as they become pertinent through current affairs, the observance of holidays and anniversaries, allusions in textbooks, the daily press and magazines, films, radio and television programs.

WHAT IS ISRAEL LIKE?

I. HISTORICAL BACKGROUND
  A. Important Events and Dates
    1. Exodus from Egypt
    2. Settlement of Palestine under Joshua
    3. Period of the Judges; Samuel
    4. Period of the Kingdom
    5. Division of the Kingdom
    6. Assyrian Invasion (721 B.C.E.)
    7. Destruction of the First Temple (586 B.C.E.)
    8. Establishment of the Second Commonwealth
    9. Period of the Maccabees
    10. Destruction of the Second Temple (70 C.E.)
    11. Talmud
      a. Mishnah (200)
      b. Gemara (500)
    12. Period of the Geonim (1000)
    13. Diaspora Communities
    14. Expulsion from Spain (1492)
    15. Rise of Zionism; First Zionist Congress, Basle (1897)
    16. Balfour Declaration (1917)
    17. Establishment of the State of Israel (1948)

B. Great Personalities in Hebrew Culture

1. The Patriarchs: Abraham, Isaac and Jacob
2. The Lawgiver: Moses
3. The Kings: Saul, David, Solomon
4. The Prophets: Amos, Isaiah, Jeremiah, Ezekiel
5. The Maccabees; Ben Zakkai, Bar Kocheba, Judah Ha-Nasi
6. Middle Ages: Rashi, Judah Halevi, Maimonides
7. Later Period: Spinoza, Israel Baal Shem Tov, Gaon of Vilna, Mendelssohn
8. Nineteenth Century: Theodore Herzl, A.D. Gordon, Ahad Ha-Am
9. Contemporary: Martin Buber, Chaim Weizmann, Ben-Gurion, Ben-Zvi, Shazar, Eshkol, Agnon

C. Holidays

1. *Yom Atzma'ut,* National Independence Day (5 *Iyyar)*
2. *Shabbat,* the official day of rest in Israel
3. *Rosh Hashanah,* the New Year (1-2 *Tishri*)
4. *Yom Kippur,* the Day of Atonement (10 *Tishri)*
5. *Sukkot* and *Simhat Torah,* the Feast of Tabernacles (15-23 *Tishri)*
6. *Hanukkah,* the Feast of Lights (25 *Kislev)*
7. *Tu Bi-Shevat,* "The New Year of Trees"
8. *Purim* and *Adloyada* Carnival, the Feast of Lots (14 *Adar)*
9. *Pesah,* the Feast of Liberation (15-22 *Nisan)*
10. *Lag Ba-Omer,* the Scholars' Festival
11. *Shavuot,* the Feast of *Bikkurim* (First Ripe Fruits) (6-7 *Sivan)*
12. *Tishah Be-Av,* the Commemoration of Destruction
13. Holidays of other communities in Israel:
    a. Christian holidays: Easter, Christmas, etc.
    b. Moslem holidays: Ramadan, Nebi Musa, etc.

II. LITERATURE

A. Biblical

1. Early narrative: the stories of Joseph, the Exodus, Moses, David, etc.
2. Poetry: the Song of Deborah, the Psalms, the Song of Songs
3. Writings of the Prophets: Isaiah, Jeremiah, etc.
4. Wisdom literature: The Proverbs, Job, etc.

    5. The Apocrypha: Maccabees, Judith, etc.
    6. The Mishnah and the Gemara; Agadah and Halachah
    7. The Gaonic period: Saadiah
    8. The Golden Age: Rashi, Ibn Gebirol, Judah Halevi, Moses and Abraham Ibn Ezra, Maimonides
    9. Translations of the Bible and their influence on English literature

  B. Modern Hebrew Literature
    1. The Haskalah (Enlightenment) Movement: Mendelssohn
    2. The Romantic Period: Mapu and the first Hebrew novel, *Ahavat Zion*
    3. The Realistic Period and *Hochmat Yisrael* (modern research)
    4. The development of the novel, short story and essay: Mendele Mocher Sefarim, Shalom Aleichem, Peretz, Frischman, Ahad Ha-Am, Gordon
    5. Modern Poetry: Hayyim Nahman Bialik, the national poet; Tschernichovski, Schneur, Uri Z. Greenberg, Shimoni, Lamdan, Shlonski, Rahel, J. Fichman, Cohen, Shalom, Heftman, etc.
    6. Modern Fiction: Smilansky, Burla, Hameiri, Brenner, Kabak, Agnon, Hazaz, Yizhar, Shofman, etc.

III. MUSIC
  A. Nationwide interest in choral and instrument music
  B. Musical Organizations:
    1. ESCO Music Center, Ein Gev
    2. Israel Philharmonic Orchestra
    3. Israel National Opera Company
    4. Kol Yisrael Orchestra
    5. New Israel String Quartet
    6. Rinat Choir
    7. Tel Aviv Chamber Choir
    8. Zimria, triennial music festival
    9. Tel Aviv String Quartet
  C. Music Schools: Kibbutz Seminary, Oranim; Rubin Academy for Music, Jerusalem
  D. Some Contemporary Composers: Menahem Avidom, Paul Ben-Haim, Hanoch Jacoby, Marc Lavry, Oedoen Partos, Karel Salomon, Erich Walter Sternberg, Yosef Tal

IV. ART

A. Museums: Israel Museum, Jerusalem; Museum of Modern Art, Haifa; Tel Aviv Museum

B. Art Schools: Bezalel Art School, Jerusalem; Artists' Village of Ein Hod; artists' colony in Safed

C. Some contemporary painters: Mordecai Ardon, Moshe Castel, Nahum Guttman, Moshe Mokady, Moshe Paldi, Reuven Rubin, Avigdor Yancou

V. GOVERNMENT

A. The State of Israel *(Medinat Yisrael)* is a parliamentary democracy. Supreme authority rests with the *Knesset* ("Assembly"), a unicameral legislature of 120 members. It elects the President of the State who serves a five-year term.

B. Executive power is in the hands of a Cabinet, which is headed by the Prime Minister. The Cabinet holds office only as long as it has the confidence of the *Knesset*. The *Knesset* is elected by universal suffrage, under proportional representation, for four years. Electors choose among national lists of candidates, and seats are allocated in proportion to the number of votes obtained by each list.

C. Political parties include *Mapai* (Israel Labor Party), *Herut,* Liberal Party, National Religious Party *(Mizrahi* and *Hapoel Hamizrahi), Rafi, Mapam* (United Workers' Party), *Adhut Avodah-Poalei Zion, Agudat Israel, Poalei Agudat Israel,* Communist Party of Israel, and Arab parties such as, "Cooperation and Fraternity" and "Progress and Development."*

D. Local government is maintained through a comprehensive network of local authorities, democratically elected once every four years. They help to provide such services as education and culture, health and sanitation, social welfare, water, road maintenance and public parks.

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*Since political alignments are subject to change, different coalitions may be formed from time to time. The teacher should, therefore, keep the above information current.

VI. SCIENCE

A. Israeli science has made great contributions to the advancement of the country, especially in the field of medicine.

B. Botanists and agronomists in the various experimental research stations have done much to increase the country's agricultural potential, including that of the Negev.

C. Two projects of great importance for Israel's development are those connected with water desalination and the harnessing of solar energy. In the area of water desalination valuable results have been achieved through the Zarchin low-temperature process. A promising start in the creation and storage of thermal energy has been made through the efforts of such scientists as Dr. Bloch of the Salt Sea Works and Dr. Tabor of the National Physics Laboratory.

D. Interest in archeology has been considerably stimulated by the establishment of the State. Digging is carried out by the Department of Antiquities, the Hebrew University, the Israel Exploration Society, and by various foreign teams.

E. Scientific Institutions: Hebrew University, Jerusalem; Technion—Israel Institute of Technology, Haifa; Weizmann Institute of Science. Rehovot; Research Council of Israel, Jerusalem; Agricultural Research Station; Israel Atomic Energy Commission, Tel Aviv.

VII. SOCIAL AND ECONOMIC CONDITIONS

A. Population

About 3,000,000 of whom 2,250,000 are Jews. Since 1948 the Jewish population has increased by almost two millions, mainly through immigration.*

B. Important Cities

1. Tel Aviv—Jaffa: largest city; situated on central Mediterranean coast; center of commerce, industry and culture; seat of Tel Aviv University
2. Jerusalem: capital of the country; center of educa-

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*Current information about population figures, as well as other demographic and economic facts, can be obtained from the Israeli Consulate and the Jewish Agency, New York, N.Y.

tion and government; seat of religious life, Hebrew University and National Museum

3. Haifa: main seaport; natural harbor; center of heavy industry; site of Technion
4. Beersheba: gateway to the Negev

C. Small Cities and Historic Sites
   1. Acre: ancient Crusader fortress; seaport; site of Marine School
   2. Arad: new development on ancient site
   3. Ashdod: newest deep seaport
   4. Ashkelon: seaport; site of archaeological excavations
   5. Elat: port on Gulf of Aqaba
   6. Lod: chief airport of Israel
   7. Nazareth: largest Arab settlement; cradle of Christianity
   8. Petah Tiqwa: first settlement in modern times
   9. Ramat Gan: seat of Bar-Ilan University
   10. Rehovot: Weizmann Institute
   11. Safed: city of art; cradle of Jewish mysticism
   12. Tiberias: resort area; site of historic tombs

D. Industries
   1. Agriculture
      a. About 4¼ million dunams under cultivation (dunam = ¼ acre)
      b. Crops: The most important crop is citrus fruit; it is the biggest export item. Other products are field crops, vegetables, potatoes, nuts. Cotton and sugar beets are being developed in the Negev.
      c. Livestock: sheep, goats, poultry
      d. Irrigation: The Yarqon-Negev pipeline brings irrigation facilities to the Negev. It is part of the irrigation development project utilizing the waters of the Jordan River to permit settlement of undeveloped territory.

   2. Commerce
      a. Exports: citrus fruit, fruit juices, textiles, pharmaceuticals, building materials (stone and cement), chemicals, fertilizers
      b. Imports: meat, machinery, timber, grain, raw materials, oil

c. Shipping: The merchant marine has, since the establishment of the State, grown from one small ship to a fleet of approximately 100 modern vessels with a capacity of over one million tons.

3. Resources
   a. Pioneering spirit of people from many different lands and origins
   b. Development of mining and chemical industries, potash, phosphates and other chemicals and fertilizers (Dead Sea), petroleum, limestone, copper, manganese, ceramic clays, glass sands
   c. Expansion of petroleum refining, automobile assembly, transportation and communication, electric power
   d. Diamond-cutting and other industrial skills
   e. Development of Jordan River irrigation project
   f. Afforestation projects
   g. Fishing

Level IV

MOTIVATIONAL ACTIVITIES

The Importance of Level IV

A major goal of the Foreign Language Program is to develop greater proficiency in foreign languages among our students. This can be accomplished through a longer sequence of study such as recommended in the National Ten-Year Foreign Language Program of the Modern Language Association of America. We must therefore ask ourselves what the prospects are for achieving this longer sequence of study within the framework of the New York City Foreign Language Program.

The growth of the Foreign Language Program was envisaged as proceeding both downward and upward; *i.e.*, the second level of foreign language was moved down from the high school to the lower school, and the fourth level in the high school was to expand so that there would be enough students to make a subsequent fifth level possible as an addition to the high school program.

In order to gauge the importance of Level IV, we must bear in mind the fact that whereas the extra year downward is already in effect and is, moreover, compulsory for those students admitted to the Foreign Language Program, the years on the upper levels are merely elective. Thus, while there is no question about the secure establishment of Level II, it still remains to be seen how Level IV will develop. For, unless the fourth level can achieve significant growth, little will have been accomplished beyond a shift in divisional placement of the levels of foreign language instruction; and that, of course, is not the intent of the program as a whole. Indeed, as has been repeatedly emphasized, the success of the entire program, in the last analysis, must be measured by the growth of longer sequences of foreign language study for the development of greater student proficiency.

Increasing the "Holding Power" of Foreign Languages

Whether or not the fourth and fifth levels will flourish depends on a number of factors. For example, it is well known that foreign language registers frequently depend on administrative decree, organizational necessity or expediency, college entrance requirements, United States foreign relations, *etc.* These are extrinsic factors about which the classroom teacher, as an individual, can do little or nothing. There is, however, one decidedly intrinsic factor which is within the teacher's province, the factor of pupil motivation.

Although many pupils enjoy studying a foreign language for its own sake, in general it must be conceded that the study of a foreign language, as indeed of any other subject, is not always self-motivating. A deliberate and continuous program of motivation must be planned and carried on in order to keep pupils constantly aware of the values and benefits which they can derive, and are in fact deriving, from their foreign language study. It is hoped that such awareness will induce them to continue their study of the subject. Until such time as an irresistible demand arises for a compulsory fourth level, foreign language teachers must have recourse to the "inner compulsion" of pupil motivation.

To be successful, a program of pupil motivation designed to increase the holding power of foreign languages must be built on a firm psychological and pedagogical foundation. It is therefore necessary to review and evaluate the motives underlying pupils' choices of elective subjects. These motives can be classified under subjective and objective categories from the standpoint of the pupil. In the subjective category are various psychological motives generated by personal needs and interests and by gratification resulting from successful achievement, from the use of mastered skills and from the application of acquired knowledge and insights. In the objective category are community and national needs and interests. Additional motives are the desire for status and for vocational preparation, that is to say, socio-economic factors that play a combined subjective-objective role in pupil motivation.

Psychological studies and the experiences of guidance specialists reveal that the subjective category far exceeds the others in motivational force, since the average adolescent, at least when judged by the reasons he gives for curricular choices, is egocentric, hedonistic and utilitarian. In other words, the needs and interests of the pupil and the values and benefits claimed for a school subject must be personally "felt" or actively realized by the pupil himself in order to be fully effective. These motivational factors cannot, in the long run, be imposed from without in accordance with adult standards.

The above considerations point to the type of motivational program most likely to succeed with pupils, namely, a program based on subjective motivation. To be sure, the usual objective means for increasing the holding power of foreign languages will continue to be employed as in the past; *e.g.*, improving instruction, increasing the intrinsic interest of course content, supplying attractive up-to-date textbooks and teaching kits, providing foreign language educational and vocational guidance (guidance charts and literature both for pupils and for guidance counselors), self-guidance inventories for pupils, *etc.* Time should also be taken to point out to college-bound pupils the desirability of maintaining an unbroken sequence of foreign language study in order to bridge the gap between high school and college. However, the main emphasis will be on meeting the subjective needs and interests of pupils by providing opportunities for self-expression, for personal gratification and for using the skills and knowledge acquired in the foreign language classroom.

Motivating Foreign Language Learning through Student Activities

The following outline of activities is quite exhaustive and obviously cannot be applied all at once and in every detail. Choice of items and adaptation to local conditions will, of course, be made. To assist teachers in guiding their pupils into these activities, it would be desirable to establish a center of activities. This could be in special foreign language classrooms, the foreign language office, the language laboratory room, a section of the school library, or a special foreign language library and activity room. The activity center would contain (a) supplementary readers in Hebrew, (b) a library of books and periodicals pertaining to Israel, both in English and in Hebrew, (c) a reference library of information regarding vocational and educational opportunities for Hebrew students, and (d) a tape and disc library for language practice and for cultural appreciation.

Checklist of Student Activities in Hebrew

A. Classroom Activities

1. Leading Hebrew recitations (vocabulary review, choral reading, *etc.*)

2. Acting as class leader in correcting boardwork
3. Acting as class secretary (roll call, minutes, *etc.)*
4. Reading dictation or audio-comprehension passages to the class
5. Preparing Hebrew dialogues or skits for class dramatization (under teacher's direction)
6. Creating drill sequences, games or contests for class use
7. Summarizing a passage or an entire story in Hebrew
8. Writing and presenting to the class a supplementary reading report
9. Telling about experiences abroad or at Hebraic cultural centers in the United States
10. Providing current events materials for the class bulletin board and leading discussion thereon
11. Bringing to class and demonstrating *realia* (costumes, implements, books and periodicals, travel folders, stamps, coins, picture postcards, passports, recordings, maps, menus, travel literature, travel diaries, *etc., etc.)*
12. Keeping a class scrapbook (specimens of class compositions as contributions to the Hebrew publication)
13. Making posters and charts for classroom display (verb, idiom, vocabulary or proverb charts; illustrations of scenes from stories read in class, with Hebrew captions; drawing of a room with furniture, a house, a vehicle, a machine or a household appliance with parts labeled in Hebrew, *etc.*)
14. Planning and presenting a cultural program in class (national celebrations, religious holidays, historical events, biography of a Hebrew speaking celebrity, Hebrew songs, narration of an opera with recorded excerpts, folk dances, Israeli styles and fashions, *etc.*)

B. Department Activities

1. Producing Hebrew publications
2. Leading Hebrew clubs and honor societies
3. Maintaining the department bulletin boards
4. Running the department audio-visual loan service
5. Keeping records in connection with the supplementary reading program
6. Serving on the foreign language office squad

7. Tutoring pupils who need help
8. Providing interpreter and guide services for parents, new arrivals from Israel and non-English-speaking visitors
9. Maintaining the foreign language office information center (college entrance requirements in foreign languages, scholarship opportunities, Hebrew summer schools, study abroad, student exchange, Hebrew contests, sample tests, vocational opportunities in foreign languages, *etc.)*
10. Handling subscription to Hebrew student publications, sales of Hebrew paperback dictionaries, *etc.*
11. Engaging in and maintaining the "pen pal" or tape exchange program with other schools abroad and in the United States
12. Promoting Hebrew activity exchanges with other schools
13. Presenting a Hebrew assembly program, exhibit, fair or demonstration
14. Assisting in the operation and supervision of the language laboratory

C. Outside Activities

(Hebrew or Israeli, sponsored by the foreign language department)

1. Going on trips (museums, theaters and movies, concerts and operas, Israeli restaurants, Hebrew broadcasts, editorial offices of Hebrew publications, Israeli ships in New York habor, Israeli cultural centers, embassies, travel agencies, libraries, *etc.)*
2. Attending and participating in Hebrew cultural, social and festival programs (local colleges, Hebrew teachers' organizations, civic organizations, *etc.)*
3. Participating in city-wide Hebrew language programs (demonstration lessons, song festivals, choral recitations, dramatic presentations, folk dancing recitals, *etc.)*
4. Contributing articles and serving on the editorial staff of city-wide and national Hebrew students' publications
5. "Adopting" a school, orphanage or town in Israel and sending clothes, books and educational supplies

6. Interviewing Hebrew-speaking celebrities and reporting the interview in the school newspaper
7. Entering city-wide or national Hebrew contests
8. Maintaining liaison with alumni who are specializing in Hebrew, and inviting them to guidance assemblies
9. Acting as hosts to students from other divisions of the school system in an interdivisional articulation program

AIMS FOR LEVEL IV

Linguistic

1. To develop increased competence in understanding Hebrew when spoken by a native on a general subject
2. To develop increased competence in understanding Hebrew when spoken by natives on radio, television, records, tape, films, and in the theater
3. To develop increased competence in the ability to carry on a conversation in Hebrew, using the correct sound system (pronunciation, intonation, phrasing, *etc.)*, vocabulary, and structures—on topics based on reading selections, cultural items, or individual interests; *e.g.*, sports, music, theater, travel, *etc.*
4. To develop increased competence in the ability to present an oral report in Hebrew, on a literary or cultural topic, current event or personal experience
5. To develop increased competence in the ability to read in Hebrew, with direct comprehension and enjoyment, selected short stories, plays, novels, and newspaper and magazine articles of moderate difficulty
6. To develop increased competence in writing Hebrew; *e.g.*, free composition, summaries, letters, notes on lectures, *etc.*
7. To develop an awareness of the nature of the language

Cultural

1. To develop increased understanding of Israel and its people, its way of life, its contemporary problems, and its contributions to the civilization of the United States and of the world
2. To develop increased knowledge of the relations between the United States and Israel as a contribution to the pupil's understanding of foreign affairs

3. To help develop informed and intelligent citizens through a study of the ideals and accomplishments of the United States and those of Israel

Literary

1. To develop increased competence in the ability to comprehend the situations, emotions, ideas and implications expressed in selected literary works in Hebrew, and to relate such works to their historical and cultural setting
2. To introduce the study of the history of Hebrew literature, preferably through a cultural reader or an anthology

Vocational and Avocational

1. To promote an interest in and the ability to pursue vocational or avocational activities which depend upon a knowledge of Hebrew
2. To give pupils a feeling of personal growth and achievement, and to broaden their horizons

GUIDING PRINCIPLES, LEVEL IV

1. The fourth level of Hebrew is elective. For many students it comes at a time when they are faced with Regents, college entrance and scholarship examinations. It comes at a time of rapid growth in personal, intellectual and social experiences, all competing for the students' attention. The study of Hebrew is only one of these multifold experiences and it should be pleasurably integrated with them.

2. Class sessions are conducted by the teacher almost entirely in Hebrew, and the students are expected at all times to express themselves in Hebrew. Announcements, assignments, instructions, and directions on tests should be, as much as possible, in Hebrew.

3. Level IV should be characterized by a harmonious integration of the four skills. The student should improve his speaking skill by participating in class discussion of reading selections and by presenting oral reports in the field of area information. He also should express himself more accurately in writing as a result of the readings and class discussions.

4. There should be great emphasis on reading at this level. Selections from poetry, novels, short stories, biographies, drama, and essays will be chosen for their literary and cultural content. Foreign newspapers, and magazines are to be

used as supplementary materials. The student should be taught to read for enjoyment and for the sake of obtaining information.

5. The auditory and speaking skills are to be further developed as students discuss, in Hebrew, classroom and other situations, the content of textbooks, newpapers, periodicals, recordings, tapes, *etc.*

6. The writing skill will be developed and refined through written compositions based on a variety of listening, speaking, and reading experiences.

7. As a literary exercise, translation may now have a limited place in the students' activities.

8. The teaching of culture continues to emphasize the acquisition of specific subject matter, not as isolated facts but as the basis for developing understanding and appreciation of the Israelis, their language, their land and their civilization.

9. The language laboratory and classroom electronic aids continue to be used to advantage for pronunciation practice, structure and vocabulary drill, auditory comprehension practice and testing, oral production practice, and cultural enrichment. The language laboratory and classroom discs and tapes are invaluable in providing pupils with listening comprehension experiences involving a variety of native voices speaking at normal tempo.

10. Visual materials should be authentic representations of Hebrew culture. The films, filmstrips, and other visual materials should depict the life, customs, and institutions of Israel. To be avoided are the stereotyped and the bizarre, often presented to the tourist and in travel literature.

11. Native speakers of Hebrew and pupils with travel experience should be encouraged to serve as class leaders, and their talents used for the benefit of their classmates.

DEVELOPING THE LANGUAGE SKILLS, LEVEL IV

Auditory Comprehension

The goal in the further development of the auditory comprehension skill is to increase progressively the ability to understand Hebrew when spoken at normal tempo on topics within and beyond Level III.

Having completed Level III, it is hoped that the student is now able to understand a recorded conversation between Hebrew-speaking pupils of his own age, as well as the following auditory materials: a recorded anecdote or playlet, the plot essentials of a short narrative, the salient points of a news broadcast or interview, the commentary of a film travelogue. The content of these conversations, narratives, broadcasts, *etc.* includes current events, holidays and observances, contemporary life, theatre, film, opera, *etc.*

In Level IV all of these activities are reinforced and then continued, but the material selected is of greater difficulty, represents a wider range of interest and, wherever possible, is directly associated with the reading selection or cultural topic studied.

The development of auditory comprehension is a continuous process that begins with the teacher's announcements, instructions, *etc.*, and proceeds in almost every phase of classroom activity (oral reading from a textbook, oral reading of pupils' compositions, oral recital of personal experiences and anecdotes, oral reading or retelling of interesting episodes from news items, *etc.)*. All of these are followed by questions and discussion in Hebrew.

Although listening comprehension and speaking are interdependent and developed simultaneously through stimulus and response, there are situations which require long periods of listening without immediate oral or written response; *e.g.*, listening to a lecture, an oral report, a radio or television broadcast; attending the theatre and cinema. This auditory skill, particularly at the advanced level, can be developed at a greater rate than the lingual skill. Recordings on discs and tapes are indispensable at this point. The student's progress develops in proportion to the quality and quantity of his auditory experiences.

The following types of spoken material are appropriate for auditory practice at this level:

1. dialogues
2. biographies
3. skits
4. anecdotes
5. short stories
6. scenes from plays
7. interviews
8. excerpts from novels
9. important literary or political speeches
10. poetry readings
11. opera selections and song recitals
12. recorded lectures on cultural topics

Intensive advance preparation will be necessary for types 4, 5, 6, 8, and 12, above. Exposure to these types of spoken materials may prove discouraging to students unless the materials are properly graded or studied in advance. Bearing this in mind, the teacher may encourage students to listen to Hebrew broadcasts on radio and television, to see Hebrew films, and to attend Hebrew lectures and theatrical performances.

In Level IV the study of literature assumes a more important role. The variety of material read in and out of the classroom can be used for practice in auditory comprehension. The questions and answers, discussions, oral summaries, reports, biographies, and dramatizations can all be based on the reading selections. In addition, the vocabulary and structures studied intensively during the reading lessons are reinforced when presented in auditory comprehension exercises. Auditory comprehension exercises based on previously studied reading material are more easily understood by the student and arouse greater interest. Furthermore, valuable time is saved since the vocabulary and structural difficulties have already been explained.

Note-taking is an advanced but practical auditory comprehension skill. Teachers may encourage students to take notes in Hebrew as they listen to oral reports or recordings based on literary or cultural topics.

For an outline of a suggested auditory comprehension lesson, teachers are referred to the section on *Auditory Comprehension* in Level III, pp. 81-83.

Oral Production

In the further development of the speaking skill, emphasis at Level IV is placed on the improvement of pronunciation as well as on the progressive increase in the student's ability to express himself on a variety of subjects.

Pronunciation

The perfecting of pronunciation, intonation, and rhythm continues to be a major goal. The students are provided with spoken models for imitation, and remedial exercises for additional practice. In the classroom, recordings may be used for choral and individual practice. The language laboratory provides many more opportunities for remedial work on an individual basis. A good pronunciation drill requires imitation, correction and repetition. This applies to individual sounds, words, breath groups, and sentences.

Pronunciation and intonation can be further improved by the recitation of memorized selections. There are, in all languages, poems of literary value which emphasize particular sounds for purposes of musical or rhythmic effect; *e.g.*, Shimoni's

"דממה ונהרה, תימנית ישישה מקושׁשה שוכות יבשות לבערה."

Many poetry classics have been recorded by well-known native actors. Students should be given the opportunity to listen to such a recording of a poem before committing it to memory. When dialogues are assigned for memorization, emphasis should be not only on correct repetition of patterns, but also on perfection of pronunciation and intonation. When scenes of plays are assigned for dramatization, students should listen to the recording first, and then model their roles after it.

Speaking Activities

The student's ability to express himself in Hebrew is further developed by the constant use of the language in classroom procedures, conversation and discussion, and in oral activities related to reading, writing, and a variety of other stimuli.

I. Oral activities related to classroom procedures
  - Opening of each class session by the class president
  - Discussing an important news items of the day
  - Reporting on the previous session
  - Correcting board work and oral work

II. Oral activities related to conversations, discussions and games
  - Memorization and dramatization of conversations based on textbook material
  - Adaptation of memorized conversations by substituting synonyms or other patterns, or by changing the tense
  - Directing conversations by suggesting ideas to be included in dialogues based on telephone conversations, chance meetings, ordering a meal, making reservations, *etc.*
  - Discussing topics of interest; *e.g.*, movies, radio, TV,

plays, concerts, hobbies, social affairs, school program, community affairs, national and international events

Interviewing students or having students interview one another

Organizing a question and answer game based on questions prepared by students on a given topic (family, sports, school program, *etc.)*

III. Oral activities related to reading and cultural topics

Formulation of questions and answers based on reading selections

Paraphrasing

Explication de texte

Summaries

Biographies of authors studied

Reports on literary periods studied

Book reports on supplementary reading

Reports on cultural topics

IV. Oral activities related to writing

Oral discussion of a specific topic in preparation for written composition based on that topic

Oral discussion of topics to be written up as articles for class or departmental publications

V. Oral activities related to other stimuli

Questions and discussion after listening to records, tapes, or radio broadcasts

Discussion of works of art

Description of pictures

Verbal reactions to musical selections

Discussion of films, filmstrips or slides

Reading

In Level IV, reading is the most important activity of the course, and, at the same time, it provides the basis for most of the audio-lingual and writing activity.

A two-pronged emphasis, one on literature, and one on other aspects of civilization is recommended. However, experience shows that many pupils in Level IV still require additional practice in silent reading for comprehension. For such pupils, linguistic values should be stressed.

Several literary works, each representing an important period of literary history, may be selected. Among them should be at least one work of contemporary literature. Some poetry should also be studied at this level. The number of works chosen will depend on the length of the individual selections and on the ability of the class.

The reading of literature should be intensive, extensive, and supplementary. Teachers will assist students in obtaining an overview of the salient works of literature through reading assignments and class discussion. Reference to a history of Hebrew literature may be made. The manner of conducting a reading lesson will not vary too much from that described in Level III, pp. 88-99.

The study of literature includes some emphasis on style, setting, and character development, as well as biographical data concerning the author and his place in the literary scene. The work is placed in its historical context by the study of its social and cultural background. This analysis coincides fairly closely with what is traditionally known as *explication de texte.* However, standard works on the techniques of *explication de texte* characterize it as an exercise for students with a considerable degree of mastery of the Hebrew language, both oral and written. It is not meant to become a laborious deciphering of the text, but rather an analysis that seeks to make clear the meaning of the passage, the author's intentions, and literary devices. Finally, the student's evaluation of the passage is meant to demonstrate his appreciation of literature and his competency in Hebrew.

The advanced nature of literary analysis makes it advisable, in introducing this exercise at this level, to limit it to one or two *explications de texte* which will be presented by the teacher as a model of the genre, and as a stimulus to students for reading a text closely. If the ability of the class warrants it, the teacher may have students prepare modified or simplified *explications de texte.*

As to the amount of reading to be done in Level IV, a desirable quantitative goal, subject to variations dictated by the ability and the preparation of the students, would be:

Intensive:	30 pages
Extensive:	200 pages

Supplementary: two books in Hebrew selected from the works of outstanding modern or classical authors, and, in addition, selections in newspapers and magazines.

Note: Additional credit should be given for additional reading.

In order to control supplementary reading and to save teacher time, the form on page 133 for reports on supplementary reading is suggested. Chairmen and teachers may reproduce this outline for distribution to students. The teacher will determine whether the report is to be written in Hebrew or in English, depending on the ability of the student.

Writing

The section on Level III included a detailed description of activities for developing the writing skill. These activities, in a correspondingly advanced form, may be used at Level IV as the need arises. In addition, the following types of writing exercises appropriate for Level IV are suggested:

I. Free composition

A. Development of a theme based on a model (see *Suggested Procedure for the Teaching of Composition* at the end of this section)

B. A term paper

In a detailed report based on extensive reading selections the student may be asked to write a summary of the given text, an evaluation of the selection, a description of the literary period it represents, and a biographical sketch of the author.

C. An original story or poem

The story or poem may be suggested by a picture, an event, or the student's imagination. Creative composition of this type is recommended only for gifted and highly-motivated students.

II. Dramatic sketches

A. Scenes based on reading selections
B. Dialogues on a given topic
C. Original dialogues

III. Summaries

SUPPLEMENTARY READING REPORT

Number......

Date Assigned .... Date Due ....

Pupil's Name .... Hebrew Class ....

Title of Book .... Author ....

Publisher .... Place ....Year ....

Type of Book (Check one):

..........Novel ....Drama ....Poetry ....Essays

..........History ....Politics ....Travel ....Sports

..........Adventure ....Culture

..........Other Type (indicate) ....

Language of Book (Check one):..........English ....Hebrew

1. *Brief Summary*

   ....

   ....

2. *Memorable Features* (scene, character, custom, idea, quotation, etc.):

   ....

3. *Twenty new words or expressions* (with English meanings) chosen from this book:

   ....

4. *Personal Impressions*

   ....

   ....

IV. Paraphrasing

V. Restatement from memory

This exercise calls for writing a paragraph or more based on a given selection with the goal of reproducing as much of the original as possible. The writing may be based on:

A. Oral presentations

Selections read by the teacher
Talks by native speakers
Student reports

The students are allowed to hear each selection twice. They are then asked to write as much as they can recall.

B. Written material

Newspaper articles
Literary selections

After having read and discussed a given selection, the students are asked to write as much of it as they can recall without referring to the original.

VI. Letters

Letter writing in Level IV may include the following:

A. Practical correspondence

A request for a position in Israel
A request for admission to a university or institute in Israel
A request for information; *e.g.*, travel, accommodations, special events, *etc.*

B. Social Letters

A friendly letter
A congratulatory letter
An invitation
An acknowledgment
A letter of condolence

VII. Translation

Written translations have a place in Level IV as long as the teacher realizes that the ultimate aim of the Hebrew course is not to teach students to translate into and from Hebrew, but to communicate directly in that medium. In other words, translation is a specialized type of exercise whose value is subsidiary and hence it should be engaged in to a limited extent.

With this in mind, the students may for the first time be given the experience of writing translations of selected passages from English into Hebrew, and to a lesser extent from Hebrew into English.

Practice in the writing of translations is valuable in teaching lexical, structural and stylistic contrasts between two languages. The concentration on meaning and on nuances of vocabulary and style should lead to growth in literary appreciation, critical judgment, and writing ability in both languages.

After one or two exercises in group translation (of the same passage by the entire class), the teacher may plan individual translation projects (of passages chosen by the students themselves). The best of these translations may then be contributed to the department's Hebrew publication.

SUGGESTED PROCEDURE FOR THE TEACHING OF COMPOSITION

Full implementation of the procedure outlined below would entail unit planning of a series of lessons. If the class has already engaged in activities corresponding to Part I below *Analysis and Appreciation of a Model Prose Selection,* the teacher may omit Part I and begin with Part II.

Aim: To develop the students' ability in written expression by

1. deepening their understanding of the structural organization of a prose selection
2. improving their ability to organize ideas on a given topic in a logical sequence
3. increasing their mastery of grammatical constructions and idioms
4. enriching their active vocabulary

Part I: Analysis and Appreciation of a Model Prose Selection

- A. Reading of the selection for complete comprehension
- B. Study of the structural development of the model selection by
    1. eliciting the overall topic of the selection
    2. showing the relationship of each paragraph to the main topic
    3. indicating the logical continuity of ideas from one paragraph to another
    4. showing the necessity of a conclusion
- C. Study of the language of the selection by listing
    1. colorful verbs
    2. descriptive words
    3. idiomatic expressions
    4. transitional words
    5. selected grammatical constructions
- D. Application
    1. assignment of a written outline of the selection studied using the criteria developed in B above
    2. evaluation and correction of outlines in class

Part II: Writing a Composition on a Related Topic

- A. Choice of a subject and an appropriate title

B. Preparation of an outline arranged in logical sequence.

C. Organization of linguistic material by
   1. choosing words needed to express the ideas in the outline (nouns, adjectives, adverbs, *etc.)*
   2. choosing idiomatic expressions which will render the composition more colorful
   3. providing practice with grammatical constructions for more effective writing

D. First writing stage

As a homework assignment each student writes a composition according to the outline developed.

E. First evaluation stage
   1. One composition is reproduced on blackboard.
   2. The teacher and students correct the composition.
   3. Students are given the opportunity to ask questions in connection with their own compositions.

F. Second writing stage

Each student rewrites his own composition in the light of the corrections and evaluation made by teacher and students.

G. Second evaluation and correction stage

The teacher corrects and returns each composition.

H. Final writing stage

Students note the teacher's corrections and suggestions for improvement and write the final version either at home or in class in a special composition folder or notebook in which each corrected composition precedes the rewritten composition in its final form, thus permitting students to note and avoid their mistakes when writing subsequent compositions.

CONTENT AND SCOPE, LEVEL IV

Grammatical Structures

A review of items taught in Levels I, II, and III is essential. For a truly systematic reinforcement and topical review, it is recommended that the class use a good review grammar selected from the New York City Board of Education list of approved textbooks. However, not more than 25 per cent of classroom time, judiciously apportioned throughout the year, should be devoted to the grammar textbook.

I. NOUNS
- A. Irregular plurals; e.g., קשי — קשיים
- B. Irregular genders; e.g., אש בוערת
- C. Use of adjective as noun; e.g., החכם עיניו בראשו
- D. Use of present tense as noun; e.g., מלומד, מלמד, רופא, נאמן, מתישב, מבין
- E. Recognition of משקלים; e.g., פַּעָּל (סבל, חיט);

  מַפְעֵל or מַפְעֵלָה (מפתח, מסרק, מצלמה);
  מִפְעָל or מִפְעָלָה (מטבח, מקדש, מרפאה);
  פַּעֶלֶת (קדחת, דלקת)
- F. Formation of diminutives by doubling final syllable; e.g., אדמדם; כלבלב

II. PRONOUNS
- A. Review *of pronominal suffixes and application to additional* prepositions; e.g., בלעדי
- B. Verbs with pronominal objects; e.g., ישמרנו, ראיתיו, קראוהו
- C. Present tense with pronominal suffixes as subjects; e.g., מספקני
- D. Verbal nouns with pronominal endings; e.g., בלכתי, בשבכבך

III. VERBS
- A. All the **בנינים** and **גזרות** will be reviewed and practiced. Emphasis will be placed on differences between **אפעל** and **אפעל** verbs in the future tense of **בנין קל** and on the vocalization of descriptive verbs in the present tense and in the third person masculine singular of the past tense of **בנין קל**; e.g., **אשמר** and **אלמד**; **רעב, חפץ, ישן**
- B. Use of the future tense with the prefixed **ש** in place of the infinitive; e.g., **אמרתי לו ללכת; אמרתי לו שילך**
- C. Use of the future tense with the prefixed **ש** when the subject of the subordinate clause is different from that of the main clause; e.g., **אני רוצה שתכתב לי מכתב**
- D. Drill on irregular verbs of great frequency; e.g., **יכל, נתן, לקח, צרך**; **התפעל** of verbs whose **פ׳ הפעל** is **זסש״ץ**
- E. Use of **ו׳ ההפוך**
- F. **מרבעים**
  1. Expansion of triliteral roots by doubling a letter; e.g., **בלבל, צלצל**
  2. Expansion of triliteral roots by prefixing **ש**; e.g., **שכנע, שעבד**
  3. Words of foreign origin; e.g., **טלפן**

IV. PREPOSITIONS
- A. Differences between ב and על; e.g.,
  על האדמה : בדרך ; על השלחן : ביום ראשון
- B. Differences between ב and עם; e.g.,
  הוא כתב בעט : הוא הלך עם בנו
- C. Use of prepositions with certain words; e.g.,
  נלחם בנו ; קנא בה ; שאל ממנו ; שאל אותו ; התגעגע עליו ; לעג לו

V. ADVERBIAL PHRASES
Use of מפני ש......, כשם ש......, ככל ש......, משום ש......

VI. WORD ORDER
Inversion of normal position of subject and verb when a sentence begins with an adverb; e.g., בראשית ברא אלקים את השמים ואת הארץ ; אתמול לא בא הילד לבית הספר

VII. VOCALIZATION
- A. Definite article
- B. Interrogative ה
- C. Recognition of use of דגש חזק and דגש קל
- D. Recognition of שוא נח and שוא נע
- E. קמץ קטן
- F. Rules of accentuation
- G. כתיב מלא and כתיב חסר; e.g., שלחן and שולחן; אוזניים and אזנים; רבותיי and רבותי; וודאי, ודאי, ודי

VIII. INTERROGATIVES
- A. ה, האם
- B. Recognition of כלום and הכי

IX. NUMBERS
Use of Hebrew letters as numbers and in dates; e.g., ל״ו ; תשכ״ז

Vocabulary and Idiomatic Expressions, Level IV

Because of the great emphasis on reading at the fourth level, the scope, variety and range of reading material are too vast to be covered by a prescribed word and idiom list. The textbooks, reading, and auditory material used in each school will determine the specific vocabulary to be learned.

It is recommended that students be encouraged to keep their own lists of vocabulary and idioms as they read. When a difficult literary work is being studied, the teacher may provide each student with a mimeographed list of vocabulary and idioms to help him in the comprehension and enjoyment of the reading. Distinction should be made between those words which are to be mastered actively and those for recognitional purposes only.

The outline of topics for determining the vocabulary range for Level III is a valuable base for that of Level IV. (See pp. 109-111.) However, within these topics, a greater variety of vocabulary will be acquired because of the more mature level of interest and experience of the students.

The following are some recommended devices for vocabulary building:

I. Use of a dictionary with definitions in Hebrew

II. Frequent exercises in paraphrasing

III. Study of synonyms, antonyms, homonyms, cognates, derivatives, and word families in connection with reading material

IV. Frequent use of recently learned words and idioms in oral and written summaries

V. Use of incidental opportunities, as certain words claim attention, to develop the understanding of word formation
    A. Use of suffixes to modify meanings:
        1. diminutives: ספרון — ספר ; חתלתול — חתול
        2. occupations: עתונאי — עתון ; עגלון — עגלה ; גנן — גן
        3. origins:
        יהודי — יהודה ; אמריקני — אמריקה ; ישראלי — ישראל
    B. Use of suffixes to change nouns to adjectives:
    חוקית, חוקי — חוק ; יומית, יומי — יום
    C. Use of suffixes to change adjectives to adverbs:
    קשות — קשה
    D. Use of prefixes to change nouns to adverbs:
    באדיבות — אדיבות
    E. Use of prefixes to form compound adjectives:
        1. חד-צדדי — חד
        2. דו-לשוני — דו
        3. רבגוני — רב
        4. על-טבעי — על
        5. בין-לאומי — בין
        6. תת-הכרתי — תת

F. Formation of verbs from nouns, adjectives and adverbs:
   1. ביים — בימה ; מיין — מין ; סייג — סוג ; זווג — זוג
   2. בנאם — בין־לאומי
   3. עדכן — עד כאן
   4. טלפן — טלפון

G. Cognate endings:
   Chemistry— כימיה ;
   mathematics— מתמטיקה ;
   philosophy— פילוסופיה

H. Formation of adverbs by doubling the noun:
   שנה שנה, יום יום

Culture Topics, Level IV

As in Level III, cultural topics should be considered as they become pertinent through current affairs, observance of holidays and anniversaries, allusions in textbooks, in the daily press, in magazines, and on radio and television programs.

A more substantial treatment should be given to a limited number of topics (see the detailed list which follows), in order to provide a deeper understanding of some historical periods, and literary, artistic, scientific, and social movements. Certain topics will be developed more fully than others, depending on the ability of the students, the texts available, and the climate of instruction. The treatment of the topics may include the following:

Readings in a survey text or a cultural reader which is adopted as one of the basic textbooks for the course

Reading of selections of literary works from the basic text, anthologies, or mimeographed material

Supplementary reading (directed or independent) in Hebrew and in English

Use of audio-visual materials; *e.g.*, films, filmstrips, slides, discs and tapes

Attendance at lectures and theatrical and musical performances

Visits to places of cultural interest; *e.g.*, museums, the United Nations, cultural institutes, and Israeli restaurants

א. סקירה על החלק הספורי של המקרא:
עקדת יצחק, יוסף ואחיו, שעבוד בני ישראל ויציאת מצרים, ההתישבות בארץ, ראשית המלוכה, חלוקת המלוכה, גלות בבל, שיבת ציון.

ב. מבוא לספרות הנבואה:
צדק חברתי, מוסר ומלכות, התעוררות לאומית.

ג. מבוא לספרות החכמה:
משל, פתגם, חיים עלי אדמות, שירה, אלגוריה.

ד. החוק המקראי:
חוקי החברה, חוקי הכלכלה, יחסי המשפחה.

ה. התפתחות תורה שבעל פה:
החברה והשפעתה על ההלכה; משנה ומדרשי הלכה; עורכי המשנה: עקיבא, מאיר, יהודה הנשיא; משנה וגמרא; תנאים ואמוראים.

ו. סוגי אגדה:
מדרשי אגדה, מוסר, הסטוריה.

ז. תרגומים ופרשנים של מקרא:
תרגום השבעים, אונקלוס, תרגומים לאנגלית; רש״י, אבן עזרא, אברבנאל; מנדלסון, קויפמן, טור סיני, קאסוטו.

ח. הפילוסופים של ימי הבינים:
סעדיה, אבן גבירול, יהודה הלוי, רמב״ם.

ט. תקופת הזהב:
אבן גבירול, יהודה הלוי, אבן עזרא.

י. תנועת ההשכלה:
1. איטליה: רמח״ל, שד״ל.
2. גרמניה: מנדלסון.
3. מזרח אירופה: קרוכמאל, ליליינבלום.

יא. ראשית השירה:
יל״ג, ביאליק, טשרניחובסקי, שניאור, פיכמן, כהן.

יב. השירה החדשה:
שמעוני, למדן, שלונסקי, גרינברג, קרני, מלצר, שלום, הלקין.

יג. הספורת הקלאסית:
מאפו, מנדלי, שלום-עליכם, פרץ, פרישמן, סמילנסקי.

יד. הספורת החדשה:
ברנר, בורלא, המאירי, קבק, עגנון, הזז, יזהר, שופמן.

טו. תחיית הלשון:
אליעזר בן יהודה, האקדמיה ללשון העברית, מזוג גלויות, הנחלת הלשון, אולפנים, עתונות בישראל ואמריקה.

טז. ציונות:
תנועת חבת ציון, ציונות מדינית, ציונות רוחנית, ישראל והתפוצות.

יז. מלחמות השחרור.

יח. המפלגות בישראל

PART TWO:
TEXTBOOKS AND AUDIO-VISUAL RESOURCES

Textbooks

SOME CRITERIA FOR SELECTION

An important function of teachers and supervisors is to evaluate textbooks and teaching materials with a view to making a wise selection. Extensive curricular changes have made evaluation a complex and time-consuming process. In view of this, it would be well to set down some criteria to guide those concerned with the selection of textbooks.*

General Criteria

1. PRACTICALITY. The textbook or integrated program should not be overloaded with an unwieldy array of auxiliary aids and equipment.
2. ADAPTABILITY. Teachers should be able, when necessary, to depart from the sequence of topics in the textbook, to adapt or to add exercises and, in general, to make selective use of its contents to conform with local objectives, pupil ability and curriculum requirements.
3. CONTINUITY AND PROGRESSION. In a textbook series, there should be continuity of subject matter and progression in difficulty from one volume to the next.
4. GRADE SUITABILITY. The textbook should be keyed to the interests and level of the students, *e.g.*, the Level I textbook which claims to be suitable for both secondary and college students should be regarded with caution.

Checklist of Positive Criteria

In addition to the general criteria discussed above, a more complete checklist of criteria should serve as a summary and as detailed reference for different types of textbooks. Needless to say, no single textbook is expected to meet each and every one of the criteria. The additional details given in this checklist will permit more refined distinctions to be made in the event that several textbooks, all of which meet the basic criteria, are being considered.

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*The *Selective List of Materials* (SLOM), published by the Modern Language Association (N.Y. 1962) under contract with the U.S. Office of Education, includes a section entitled, "Criteria for the Evaluation of Materials," from which are drawn some of the suggestions given in this discussion.

1. Textual matter in Hebrew should be of intrinsic interest to pupils in the grades in which the textbook is to be used.
2. The Hebrew used in the book should be authentic.
3. Dialogue situations should be natural, functional and suited to the age-level and maturity of the students.
4. Textbooks at all levels, including the basic textbook, should incorporate cultural content from the very beginning.
5. The first level textbook should allow for a flexible pre-reading phase of instruction that can be adjusted to the grade and the maturity of the pupils.
6. The subject matter to be learned should be so organized that it can be fitted into the schedule of average class periods and school terms.
7. The textbook should be designed for use by classes of average size in the public schools of the City of New York.
8. The textbook should develop the four language skills in the recommended sequence of listening, speaking, reading and writing.
9. Auditory comprehension and oral production should be given major emphasis in the first level textbook.
10. Grammatical structures should be presented inductively; *i.e.* explanations and generalizations of structure should come after pupils have encountered and learned a sufficient number of examples to be able to make their own generalizations under teacher guidance.
11. Structures, vocabulary and idioms in the first-level textbook should be of high frequency in the spoken language.
12. Pattern drills should be varied and should include substitutions and transformations in addition to repetitions.
13. Drills should be organized on the minimum increment principle; *i.e.* with a single emphasis on a new construction or vocabulary item before two or more items are drilled in one exercise.
14. Dialogues should include statements and rejoinders as well as questions and answers.
15. Structures and vocabulary should be re-introduced periodically and there should be review lessons at regular intervals to insure retention and fluency.
16. Translation exercises from English into Hebrew should not be overloaded with lexical and syntactical problems. Recommended instead of straight translation exercises are those of the "guided composition" or "situational recall" type, in which cues are provided in meaningful sentence sequences either in English or in Hebrew.

Negative Criteria

The occurrence of one or two objectionable features in a textbook need not automatically result in its out-of-hand rejection. However, the frequent occurrence of several such features may be considered sufficient grounds for questioning the suitability of the textbook in which they are found.

1. The method of instruction is so rigidly prescribed as to inhibit teacher initiative and creativity.
2. The space taken by printed directions on how to use the book exceeds the space allotted to subject matter.
3. The book contains an over-elaborate scheme of eccentric typographical devices, confusing color codes and complex diagrams.
4. Only one or two types of exercises occur with monotonous regularity throughout the book.
5. The book contains non-functional exercises; *i.e.*, those not conducive to the development of communication skills. Some examples of non-functional exercises are:
   a. GRAMMAR CATECHISM. Questions in English about grammar or grammatical terminology.
   b. MULTIPLE STAGE. Requiring two or more operations, each of which depends on the correctness of the preceding one.
   c. VERBAL CONTORTIONS. Requiring abstract dexterity in manipulating forms and structures in a manner never used in normal speech or writing.
   d. ERROR EXPOSURE. Requiring students to correct the errors in exercise sentences, thus exposing them to incorrect forms and structures.
   e. SCRAMBLED ENGLISH. English sentences, to be translated into Hebrew, are artifically constructed to elucidate the structure of Hebrew sentences, resulting in unnatural English.
   f. ISOLATED SENTENCES. This type of non-functional exercise consists of translation or so-called "composition" passages having no continuity of meaning but merely designed to exemplify the grammar topics of the lesson.
   g. MULTIPLE INCREMENT. This type of non-functional exercise comprises sentences to be translated from English into Hebrew, each sentence consisting almost entirely of lexical, structural or idiomatic difficulties.

Audio-Visual Resources

Classification

In the widest sense of the word, all teaching materials outside of the textbook are considered audio-visual aids. Years ago, these were rather simple and quite limited in number. Today, a vast amount of visual materials and electronic equipment is available. They may be grouped as follows:

I. Visual
  A. Flat materials: pictures, flash cards, maps, charts, cardboard figures.
  B. Three-dimensional objects: puppets, dolls, models, coins, dioramas.
  C. Projected materials: slides, transparencies, filmstrips, films, pictures, kinescopes, videotapes.

II. Audial (including electronic equipment)
  A. Phonographs and discs
  B. Tape recorders and tapes
  C. Radios
  D. Language Laboratories (fixed or mobile)

III. Audial and Visual
  A. Sound film projectors
  B. Television receivers

General Considerations

Visual and audial aids in the classroom are employed basically to simulate actual experiences involving the use of foreign languages. Since the entire range of illustrative materials is encompassed, it would be more accurate to call them "objective aids to learning."

Pictures are simpler to use than audial materials since they do not depend on any mechanical device. Like charts, models and drawings, they are simply displayed, discussed, or used as a basis for drill and conversation. Although all the senses are involved in the learning process, the visual impression is probably more lasting, for most human beings seem to be visual-minded. Certainly, the eye, as the most impressionable of all the senses, may be considered of primary importance. However, since a good deal of communication between people is via sound, the lasting impression is not solely due to the visual nor to the audial, but to the combination of both.

Visual Aids

Classroom Decoration

The classroom is to be transformed into a "cultural isle". This is achieved by the almost exclusive use of Hebrew and by the simulated Israeli environment supplied by classroom decorations.

Classroom decorations should be bright, cheerful and attractive. They must also have pedagogic value. In choosing display material, the teacher should ask himself the following questions:

1. Is it esthetically pleasing?
2. Is it in good taste?
3. Is it timely?
4. Is it pedagogically useful?

The kinds of materials that may be put on display in the classroom fall into various categories. They may be large or small items; they may be permanent or temporary; they may consist of pictorial or lettered material; they may be purchased or homemade. Items contributed by pupils and examples of pupils' written work and projects are especially valuable in that they arouse interest, present high standards of achievement and promote pupil activity.

The larger displays would include pictures and posters. Maps of Israel are a *sine qua non.* Other materials are native artifacts, flags, lettered mottoes and proverbs, and charts. Pupils' work that is suitable for display would include maps, models, scrapbooks, stamp and coin collections, costume drawings, menus, itineraries and compositions or poems. Neat labels in Hebrew will identify the displays and expose the class to new vocabulary and sentences.

Although the displays may be situated at various places in the room, current material should be concentrated on the bulletin board, of which there should be one or two in every Hebrew classroom. If carefully planned and managed, the bulletin board becomes an effective device for motivating, teaching, and sustaining interest.

Among the other indispensable aids for certain types of lessons are the clock dial with movable hands, pronunciation charts, calendars, conversation pictures, and illustrated vocabulary and structural drill charts.

The Chalkboard

The simplest, most immediate and most common visual aid is the chalkboard. Its great advantages are:

1. It is always available.
2. It does not get out of order.
3. It is visible to the entire class.
4. New material can be presented immediately.
5. Written matter can be erased.
6. Both teacher and pupils can use the board.

In order to use the chalkboard most effectively, the following principles should be observed:

1. Avoid overcrowding.
2. Maintain standards of clear, neat and orderly writing.
3. Use colored chalk to stress particular words or items.
4. Give preference to the front board, reserving the side board for assignments and the rear board for dictation.
5. Correct all errors.
6. Erase undated and previous work.
7. Identify all work with a suitable heading.
8. Plan the use of the chalkboard in connection with each lesson.
9. Check on legibility and visibility (illumination).

Flat Materials

A very useful device is the flash card, a sheet of oaktag or cardboard, about 18 x 6 inches, on which appears a word, a sentence, or a simple outline drawing. The lettering should be large, neat and clear so that it can be seen from the rear of the room. Flash cards are especially useful for drilling or reviewing vocabulary. Any brief completion, transformation or translation item can be put on cards, for example:

1. Verbs (completion, insertion of pronoun, translation)
2. Adjectives (completion, antonyms, synonyms, plurals)
3. Nouns (plurals, feminines, pairs)
4. Prepositions
5. Adverbs (formation, comparison)

Still Pictures

Pictures can be used very effectively for teaching both language and culture. Every foreign language department should maintain a file of suitable pictures. For their most effective use, attention must be paid to the following:

1. PREPARATION. The showing of the picture should be motivated. Pupils should be told, preferably in Hebrew, what to observe and what to remember.
2. PRESENTATION. The teacher should point out the important details, emphasize salient points, and elicit reactions.
3. APPLICATION. The information obtained from the picture should be applied. If the picture is used for linguistic aims, the new words and phrases should be used in original sentences, in dictation and in short compositions. If it is a lesson in culture, a summary of the information gained from the pictures may be written on the board and copied into notebooks, and further reading and research may be assigned.

The Opaque Projector

One of the most effective ways of using a picture is to project it, using the opaque projector in a darkened room. This machine will project onto a wall or screen, anything printed, painted or drawn. It can also be used to project flat objects, such as stamps, coins, and medals, as well as pictures and photographs.

The Overhead Projector

This projector is specifically designed to project large transparencies. The overhead projector can be used in any classroom, double unit or auditorium. The teacher may write on the acetate sheet using a grease pencil (china marking pencil) or she may use prepared transparencies. The advantages of the overhead projector are:

1. It is simple to operate.
2. The teacher faces the class.
3. The attention of the whole class is directed to one area.
4. Material can be prepared in advance, developed as the lesson progresses, then erased, or saved for future use.
5. The room need not be darkened.
6. Many transparencies can be prepared quickly and inexpensively.

Slides

Slides are especially suitable for the teaching of culture. An effective and interesting procedure is to assign a pupil or a number of pupils to prepare notes in Hebrew for each slide. After these have been corrected, the pupils read their notes as an oral commentary to each slide as it is shown.

The Filmstrip

The filmstrip consists of a series of illustrations printed on 35mm film in black and white or color. The filmstrip may be accompanied by sound. A great variety of excellent filmstrips are now on the market, ranging from simple travelogues to complete courses in Hebrew. To secure optimum use of the filmstrip, the following suggestions are made:

1. The teacher should preview the filmstrip.
2. The presentation should be motivated.
3. The showing should be spontaneous and not merely confined to the given captions.
4. Guiding questions should be prepared in advance.
5. Oral and written activities should follow the showing.

The Sound Motion Picture

The motion picture is one of the most effective of the mass media of communication for entertainment and education, for discussion and instruction. Television is but an extension and special adaptation of the motion picture. Educationally, the advantages of a sound motion picture are:

1. With its rapid change and movement and its double impact of sight and sound, it holds the pupil's attention.
2. Motion, sound and color heighten reality. The motion picture can be instructive and stimulating.
3. The foreign scene and the historic event are vividly and excitingly portrayed.

To secure optimum effectiveness in using motion pictures for foreign language instruction, the following points should be observed:

1. The film must be chosen for its appropriateness to a given situation. The teacher should be acquainted with the available films so that he can make the best choice.
2. The best physical conditions should prevail for the showing.

3. The projector should be handled by a skilled operator.
4. The teacher should prepare the class by
    a. motivating the topic of the film
    b. pointing out what is to be looked for
    c. preparing questions to be answered by pupils
    d. planning follow-up activities and application

Television

Television can be used effectively to supplement the foreign language program. Commercial television stations and WNDT Channel 13 often present foreign language programs appropriate for their linguistic or cultural content.

The Board of Education's television channel, WNYE-TV Channel 25, will offer programs to supplement foreign language instruction. Manuals, including schedules and teacher-guide materials, will be available in connection with specific programs.

As with all audio-visual aids, the value of the television presentation is in proportion to the advance preparation and follow-up.

Audial Materials and Techniques

Until recently, the hearing phase of language learning was not always adequately emphasized. The pupil was not always systematically exposed to the foreign tongue even in the classroom. Furthermore, hearing a language spoken every day does not in itself lead to accurate comprehension and correct speech. In addition to passive listening, which promotes some unconscious assimilation, the learner must be trained to listen critically for accurate comprehension.

Listening is a skill which can be developed by requiring the pupil to

1. listen repeatedly to the same recorded or spoken material
2. read the accompanying text or script silently as he hears it spoken
3. repeat the identical material that he hears
4. give oral answers based on the general content of what he has heard
5. give written answers to the same
6. give a brief oral or written summary (cued by the teacher if necessary) of the general content of what he has heard

Some of the basic requirements for a good listening-comprehension exercise are:

1. The atmosphere of the room should be quiet and conducive to listening. The listeners should not be too far removed from the voice source.
2. The spoken material should be suited to the age, interests, and grade level of the class.
3. The aim of the lesson should be clear to the entire class.
4. The class should be motivated and prepared.
5. After the first, and after the repeated reading or playing, the pupils should be encouraged to ask questions about anything they did not understand.

The Phonograph Record

Disc recordings may be used effectively in the following areas of foreign language teaching:

1. music appreciation
2. appreciation of vocal selections or readings
3. teaching a song to the class
4. drilling structures or vocabulary
5. auditory comprehension exercises or tests
6. dictation exercises or tests
7. the appreciation of literary selections in the foreign language
8. the appreciation of cultural background selections

The great advantage of the phonograph record is that it can be

1. stopped at any point for questions, comments and discussion
2. "spotted" and repeated any number of times
3. played at any time
4. pre-heard and evaluated
5. obtained for almost any subject and in any language

Radio

The radio permits the student to hear the foreign language spoken by natives in life situations, and to enjoy vicariously the cultural atmosphere of the foreign country.

The New York City school system maintains station WNYE, from which educational programs are broadcast five days a week. A Hebrew language program is included occasionally. These programs can be used to advantage in the schools. In many instances they are taped and stored for future use. (See p. 158 for instructions on how to obtain such tapes.)

Aside from the WNYE programs, there are interesting programs in Israel which can be received by short wave. The material should be within the vocabulary range of the pupils. The difficulty with these programs is that they cannot be reviewed in advance. They can, however, be taped and then presented to the class with vocabulary and questions.

The Tape Recording

The tape recording is one of the most useful devices for practice in hearing the foreign language. In the past, pupils had to depend entirely on the teacher's pronunciation of Hebrew. Now any teacher may readily secure tapes and permit the class to hear a variety of native speakers of Hebrew, including renowned actors and singers. A perfect model is thus available to every learner.

Specifically, the values of the pre-recorded tape are:

1. It extends the repetitive force of the teacher's voice beyond his own physical limitations.
2. A tape can be used all day; it does not tire; and it does not vary in tone and pronunciation.
3. Voices other than that of the teacher can be brought into the classroom.
4. The tape provides a permanent reference for the sounds and recorded speech of the Hebrew language.

The technical advantages of the tape recording are:

1. The recording may be permanent or it may be erased and the tape used again and again.
2. As a rule, a good tape recording has higher fidelity than a disc recording, and there is no record scratch.
3. Taped sequences can be catalogued and more easily identified than those on discs.

Listening to the taped recording is not enough. The important problem for the teacher is how to incorporate tape techniques into the lesson. With a little ingenuity, the teacher can add the use of the tape recorder to his customary procedures. The materials, however, should be kept in definite and sequential relationship to the regular course of study. The most practical plan is to relate the taped recording to the content of the textbook. This offers little difficulty since most textbooks are now provided with accompanying tapes.

The steps to be observed in using the tape recording for ear and speech training are:

1. immediate repetition of the recorded speech
2. responses to what is heard
3. re-playing for comprehension
4. analysis of difficulties
5. re-playing for perfect comprehension
6. comprehension check
7. application (See pp. 81-82 for a suggested auditory comprehension lesson.)

Speed is important in listening with understanding. Complete comprehension means grasping meaning at normal tempo. A large amount of spoken material, carefully graded in speed, is indicated.

In preparing tapes, the following basic principles should be considered:

1. The tape should be self-contained as to directions. The pupil must be told precisely what he is to do.
2. Grammatical or linguistic explanations in English should be excluded from the tape. Hebrew should be used almost exclusively.
3. Basic tapes should relate closely to the content of the course.
4. Special tapes may be prepared to give practice or remedial drill as needed.
5. Playing time should be limited to about 10 minutes.

One of the major uses of the tape recorder is for testing auditory comprehension. See pages 175-176 for examples of types of questions suggested for testing auditory comprehension.

The pupil's voice should be recorded at given intervals. A playback will furnish evidence of the degree of improvement in speaking ability. A critique of the recording should be given by the teacher since the pupil is not always the best judge of his own speech.

Summary—Using Audio-Visual Aids

The following is a summary indicating how audio-visual aids can be used to help promote the linguistic and cultural aims of the foreign language program. Many of these suggestions are appropriate to all levels.

A. The overhead projector (for transparent or acetate copies, including overlays)
   1. Projecting a simple scene and adding new elements to it (The class is asked to talk or write about the scene.)
   2. Projecting a transparency of students' written work for class comment, discussion and correction
   3. Projecting a graphic illustration to be followed by questions and answers and terminating with oral composition
   4. Projecting a series of pictures to serve as a basis for oral or written narration
   5. Projecting materials for remedial work or reinforcement of previous learnings

B. Library uses of the language laboratory (for independent remedial work or work done under teacher guidance)
   1. Practicing advanced auditory comprehension
   2. Listening to lectures on special topics related to supplementary or extensive reading
   3. Listening to tapes based on a particular text being read
   4. Listening to appropriate tapes to help improve pronunciation

   Note: When necessary, accompanying scripts and pictures should be made available for student use.

C. Procedure in using films or filmstrips with accompanying tape or recording (for improving oral production and auditory comprehension)
   1. Developing listening and speaking readiness
      a. Motivation
      b. Removal of difficulties
      c. Oral practice with new vocabulary and structures
   2. Advance study of the script
      a. Silent reading in class and checking of comprehension
      b. Play sound track only. Students follow the script silently as they listen.
   3. Presentation of the film
      a. Students listen to sound track and watch film.
      b. After first showing, oral testing of comprehension.

        - c. Second showing and further discussion, if time permits
    - 4. Culminating activities
        - a. Elimination of the sound track; students summarize the story of the film
        - b. Improvised dramatization of a brief scene from the film, directed by the teacher

- D. Uses of the opaque projector
    - 1. Projecting reproductions of art, typical foreign scenes, landscapes, stamps, coins, photographs, maps, news clippings and cartoons as stimuli to class discussion and/or written work
    - 2. Projecting a series of opaque pictures to stimulate narration and creative dialogue
- E. Uses of the slide projector
    - 1. Projecting travelogue or art sequences
    - 2. Projecting slides to illustrate a recorded lecture
- F. Uses of duplicating machines (mimeograph, spirit duplicator, electronic stencil duplicator, thermographic copier)
    - 1. Reproducing teacher-constructed tests, practice and drill materials, directed compositions and review sheets, for distribution to the class
    - 2. Reproducing hand-drawn pictures, maps and charts, for distribution to the class
    - 3. Making stencils from mimeographed or otherwise duplicated originals on the electronic duplicator
    - 4. Reproducing articles from newspapers and magazines
    - 5. Producing a class or department foreign language publication

How and Where to Secure Audio-Visual Materials

The Bureau of Audio-Visual Instruction (BAVI) has the important function of securing and appraising new audio-visual materials and then preparing approved lists of 16mm sound films, filmstrips, slides, transparencies, flat pictures, recordings and pre-recorded tapes.

Approved lists for requisitioning audio-visual materials are issued twice a year and sent to every school. Care is taken that the materials accepted for these lists should be in consonance with the current course of study.

For further information concerning the available lists, consult the school Audio-Visual Coordinator, or write to the Bureau of Audio-Visual Instruction (BAVI), 131 Livingston Street, Brooklyn 1, N.Y.*

THE BAVI FILM LOAN COLLECTION

Each year, when funds are available, a number of recently approved 16mm sound films are purchased by BAVI for the free Film Loan Collection. These films may be borrowed by school personnel. Consult the BAVI catalogue, *Instructional Films and Tapes,* for procedure in borrowing.

TAPES OF WNYE RADIO PROGRAMS

Duplication of any program or series may be requested by writing to BAVI and sending a 7″ reel of blank tape for every two titles desired. Instructions for ordering are on page viii of the BAVI film catalogue.

REQUISITION OF MATERIALS

Since filmstrips, slides, recordings, pictures and transparencies are not available on loan from the Bureau of Audio-Visual Instruction, these aids must be purchased by the individual schools. Information as to item number, vendor, cost, etc., can be found in the approved lists.

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*Additional information may also be obtained from the Department of Education and Culture of the Jewish Agency, 515 Park Ave., New York, N.Y. 10022.

The Language Laboratory

Since the development of auditory acuity and verbal expression are among the aims of foreign language teaching, the language laboratory should be used beginning with the first level. Auditory acuity involves the ability to (a) distinguish among sounds; (b) recognize whether a specific phoneme belongs to the sound system of English or of Hebrew; (c) distinguish among similar sounds in Hebrew; (d) recognize meanings of familiar words and groups of words which are spoken fluently in Hebrew; (e) infer from context the sense of unfamiliar words and groups of words. These elements of auditory acuity are sometimes referred to as "passive." It would perhaps be better to use the term "receptive" since this would indicate that the processes involved in comprehension are not devoid of pupil activity. The mental activity is intense, even though it is not externally visible.

Auditory acuity and verbal expression are closely related. Good pronunciation depends upon the ability to distinguish among sounds. In addition, good pronunciation requires physical control over speech musculature so that the speech organs, obedient to the speaker's intention, will articulate the desired sounds. The teacher-supervised training in comparing sounds for recognitional purposes will develop into the skill of comparing one's speech production with what one hears, and should lead ultimately to the stage of self-criticism which will enable the pupil to improve himself without the close teacher supervision which was essential at the beginning.

When the teacher has presented phonemes, words and groups of words for recognitional purposes, and has begun "live" training in speech production, largely through imitation with a minimal amount of explanation, the language laboratory takes over the necessary function of providing a sufficient amount of repetitive experience in listening and speaking. This will result in "overlearning," which leads to automatized responses through which language becomes a usable vehicle for reception or expression of thought.

Laboratory Equipment and Pupils' Activities

The variety of activities which pupils may perform in a laboratory depends upon the type of equipment installed. In some laboratories a given number of pupils' stations are equipped with individual tape recorders in addition to headsets (earphone-microphone combination). Here the pupil may record himself as well as the model; he may rewind his tape and listen to it, noting to the best of his ability his errors, and then correcting them. A few laboratories are equipped entirely with this playback facility. Usually, laboratories have a limited number of this type of station.

In most laboratories, pupils' stations are equipped only with combination headsets which permit the pupil to hear a tape transmitted from the teacher's console, and to speak in imitation, but not to record at his station. This is the case also with the "mobile" laboratories which have been introduced experimentally into several schools. However, even without individual tape recorders, a pupil's speech may be recorded at the teacher's console, as the pupil works in his booth. This facility should be in use in every laboratory session.

The teacher should beware of letting any laboratory lesson consist solely of pupils' listening and repetition. Repetition may become an automatic process and attention may wander. The pupil has no opportunity to exercise the self-critical faculty which we are seeking to develop. During each laboratory session the teacher should make a point of recording the speech of at least two or three pupils, and should have a brief lesson in which the whole class hears and can criticize the quality of speech heard during the playback.

Organization, Administration and Scheduling

Pupils should be scheduled for the laboratory not less than once, nor more than twice a week. This permits a greater number of classes to use the lab than would be the case if a class were scheduled to the lab as its regular classroom. The type of laboratory heretofore in use, with permanently fixed, high separators between booths, is suitable only for lab work. Conventional teaching is best performed in the classroom.

A new development in the latest lab installations is the classroom laboratory, or electronic classroom. Here the laboratory equipment is contained in a desk which may be opened to permit use of the equipment and to provide separation between the pupils. The desk may be closed flat, so that the classroom resumes its conventional appearance. When all language classrooms are so equipped, there will be no need for moving classes to another room. The teacher will make his presentation and will follow it by drill on an appropriate lesson-tape. Accessibility of equipment will simplify classroom routines by making laboratory practice instantly available.

Level I

At the first level, laboratory work may be done from approximately the sixth week of the course. This time must be flexible, depending upon the type of class, the nature of the presentation and many other factors. The following kinds of tapes are suggested for Level I:

1. Recognition of sameness or difference of sounds

   Words are presented on tape in pairs, of which one may be in Hebrew and one in English; or both may be in Hebrew with identical phonemes or with different phonemes. These tapes require two hearings. At the first hearing, the pupil repeats what he hears. When the tape is rewound, the pupil listens and writes for each pair the words "same" or "different," English first, then Hebrew; or Hebrew first, then English.

2. Selection of correct oral response

   A sentence is heard on tape, with three endings, of which one is correct. The pupil hears this tape twice; the first time he repeats what he hears; the second time he writes the number of the correct ending.

3. Selection of correct answer to question

   A question is asked on tape, followed by three responses, of which one is correct. Here too the tape should be played twice, once for the pupil to repeat what he hears, the second time for him to write the number of the correct response.

4. Picture-description test*

   A clear, line-drawing type of picture is flashed on a screen by means of an overhead projector. Parts of the picture are numbered. The tape describes parts of the picture. Pupils write the number of the part described by the tape.

It is to be noted that the four kinds of taped exercises described up to this point require no reading or writing in Hebrew but only auditory comprehension demonstrated by the writing of numbers or letters or a few English words, *e.g.*

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*Adapted from material prepared for the *Language Laboratory Research Study*. New York State Department of Education. 1959-1963.

"same" "different." At the first level, the vocabulary and structures used on the tapes should be closely related, if not identical, to what is taken up in class.

Other types of tapes to be used after the midpoint of Level I are:

1. Direct spoken imitation of the taped model of words, phrases and sentences

   In building up the amount of material to be repeated, the single words and phrases are, after repetition, incorporated in sentences, with an upper limit of approximately ten syllables. Repetitions on tape are spoken at an increasingly rapid pace, leading to a fair degree of fluency, but never at the expense of clarity. The change of pace or tempo presents a new challenge each time, and holds the learner's interest despite repetitions of identical material. Taped material must be lively in content and should avoid dull or stilted expressions.

2. Repetition and manipulation of patterns taken up in class

   Manipulation or variations may include recasting the sentence by making an indicated basic change; *e.g.* restating in the negative, formulating questions from the material, stating the sentence in a different tense, *etc.* In all tapes the correct form in the model speech is supplied, after the pupil has spoken any sentence other than a direct imitation, *i.e.* where any possibility of error exists.

3. Directed speech

   This kind of tape, in which the pupil obeys a direction telling him what to say, provides review at controlled speed of material taken up in class. It represents a step in developing freely-expressed conversation and has the aim of liberating the pupil progressively from direct, imitative speech.

Level II

In a large school, the administration is frequently faced with the need of combining into a unified group, pupils who come from various teachers, with some variation in preparation, in speech-patterns and in language habits. The laboratory provides the means of giving a common linguistic experience which welds the group into a new unity. To achieve this result, some of the lesson tapes of Level I may be repeated for review. Others of the same type may be prepared, using vocabulary and grammatical structures prescribed for Level II in this curriculum bulletin.

Additional kinds of tapes appearing in Level II for the first time are the following:

1. Tapes to accompany the basic reader

   These tapes contain fluent readings of the text, or of parts of the text. The pupil listens and reads silently. Frequently, the proper phrasing of words helps the pupil understand the meaning and overcomes the tendency to read word-by-word. If the text is read in a pleasant voice with good intonation, the reading becomes a pleasant esthetic experience. Portions of the text are reread on the tape, with spaces provided for the pupil's repetition. Suitable exercises may appear on the tape as well. The teacher may wish to have the pupils hear and read the entire text. While this is desirable, time limitations may prevent such treatment, in which case the teacher will select chapters for the pupils to read at home.

2. Dictation tapes

   It is sometimes held that the language laboratory is useful only for developing speaking and listening skills. It is a wise policy, however, to use the laboratory for whatever good purpose it can serve, in this case for writing practice in the form of dictation. Since taped speech deprives the pupil of visual clues to articulation, the exercise should be strictly controlled as to speed and clarity of speech. To save time, a sentence is read on tape, and several words extracted from it are repeated. The pupil writes these words. The words selected are, of course, those incorporating the problem to be practiced.

3. Auditory comprehension passages with pre-test questions and multiple-choice responses

   Passages selected or constructed to include the vocabulary and structure patterns prescribed for Level II form a good preparation for this type of work, which is generally used in Level III.

Level III

The concept of the language laboratory in Level III is based on the premise that the teacher directs the learning encouraging the student to develop the power of discrimination among sounds, evaluative judgment and self-critical analysis of speech. The teacher's direction is designed to lead to self-directed learning in which the student takes responsibility for his progress. During the evolving process leading to the maturity which makes such responsibility possible, the teacher remains responsible for the student's learning, selecting and directing the learning experiences to which the student is exposed. Thus it is assumed that the teacher will give the necessary orientation before each laboratory lesson. The laboratory lesson is, in general, a reinforcement of what has already been presented by the teacher.

Uses of The Language Laboratory

I. In Hebrew, Level III, the language laboratory serves the following purposes:

  A. To improve and develop the student's listening comprehension of spoken Hebrew materials covering a wider range of vocabulary and structure than had been heard in the two preceding levels of study, and at a more rapid rate of speech.

  B. To develop and improve the student's ability to speak Hebrew, with good pronunciation and intonation, and with a certain degree of ease, using a wider range of vocabulary and structure than in preceding levels of study.

. In order to develop the skill of listening comprehension, the students will be provided with the following learning experiences:

  A. Audial experience in a wider range of subject matter than was used in the preceding two levels of study.

  B. Audial experience in a greater quantity than a teacher can easily provide in a conventional class period.

  C. Audial experience in hearing several different native Israeli voices and speech patterns.

  D. Audial experience in hearing spoken Hebrew at varying and increasingly rapid rates of delivery.

III. In order to develop speaking skill, the students will be provided with the following learning experiences:

A. Imitation of a model

1. For reinforcement of previously developed habits of correct pronunciation
2. For reinforcement and improvement of previously developed habits of good intonation
3. For application of the above to a widened range of linguistic situations involving more complex structures and more varied vocabulary

B. Oral responses other than direct imitation

1. True-false statements where the true statement is to be repeated, the false statement corrected
2. Answers to questions which have been so constructed that the responses are predictable; i.e. they furnish answers to מִי *or* מָה, but not, as a rule, to למה or מדוע
3. Statements requiring the substitution of a synonym or an antonym for a designated word, and restating the entire sentence
4. Manipulation of sentence structures, such as restatement of sentences, beginning each sentence with מחר or אתמול and requiring a change of tense

IV. In connection with both listening and speaking skills, it is sometimes desirable to correlate written work with the speaking and listening as objective, concrete and permanent reinforcement of the pupil's listening and speaking experiences. Such writing, in Level III, will consist of:

A. Dictation

B. Written responses to oral questions

V. Other uses of the language laboratory in Level III are:

A. To facilitate review of Levels I and II materials

B. To permit students to make up work and to progress at their individual rate of learning by use of multiple channels

C. To improve reading skills by using lesson tapes based on reading texts

Using the Laboratory for Review

In developing listening and speaking skills, the language laboratory lessons in the third level of Hebrew will include subject matter relating to the principal emphases of this level: reading and writing and a study of the cultural aspects of Israel. Since language learning is a cumulative process, review of what was learned previously should be included, or provided as needed. While later and more difficult work is, in large measure, based upon earlier and already learned materials, it may be assumed that not all the pupils will have completely mastered all the materials studied in the two previous levels. Review should be provided as required, and it is in this area that the laboratory can effectively accommodate the needs of individuals. The flexibility provided by multiple channels permits the teacher to have students perform exercises in areas where they need more drill while the rest of the class does another lesson.

Reading Lessons in the Language Laboratory

While the teacher and the student look to the language laboratory primarily for its effect on listening comprehension and speaking skills, the laboratory also serves a useful purpose in connection with the reading lesson. The lesson tape based on the reading text serves the following purposes:

1. It provides multiple sense appeal, which is superior to learning by one sense alone. The visual stimulus of the printed material is reinforced by the auditory stimulus of the same material spoken on the tape.
2. With adequate preparation, and by listening as he reads, the student is led to develop the habit of reading ahead fluently. He cannot dawdle, nor can he change the reading experience into a word-by-word deciphering of the text.
3. The tape assists comprehension of printed material by providing an intelligently spoken model, with words spoken according to sense-groups. Such speaking often provides the clue to meaning, which might otherwise escape the student.
4. It provides an experience in literary appreciation when read by a native Israeli speaker with good voice quality, expressive speech, and awareness of the imagination-stirring quality of the text.

The above indicates the effects of the taped reading lesson on visual and auditory comprehension, but the reading tape also serves to improve the speech pattern of the student. A portion of the tape is pre-recorded in spaced phrase-groups, with pauses for students to imitate the speech pattern and intonation of the speaker. The variety of speech production is wider than in the imitation of structure drills alone, and the student has the experience of consecutive reading, with the paragraph and not merely the single sentence as the unit of learning.

Content and Form of the Reading Lesson Tape

The reading lesson tape is directly related to the text read by the class. The lesson tape deals with a selected portion of the text, perhaps a chapter or a part of a chapter, or an entire short story, stopping at a logical point. The story value, or the idea value, should be maintained.

The lesson tape may begin with an introductory statement designed to orient the listener-reader to the content of what will follow, or it may begin with the presentation of the text, with advance explanation and repetition of new or difficult words and phrases.

The passage should consist of approximately two minutes of consecutive reading, fluently but not speedily paced.

The student is directed to the page and line where the reading will begin, and is told to follow along in the textbook as he listens.

After the first reading, a part of the text is reread in word-groups, spaced according to the sense, each word-group being followed by a pause timed to permit the student to imitate what he has heard. The student is instructed to imitate not only the pronunciation but also the intonation of the speaker. The passage reread for imitation is selected for liveliness of content; it may be a vivid description or an interesting conversation. There generally follows an exercise in word study and usage. Important and useful words are selected from the text. These words are spoken twice in Hebrew and once in English, and then are presented in a brief, usable sentence. The students repeat the word in Hebrew only, and then the sentence containing the word. As a variation, students are sometimes directed to write the word in Hebrew.

Other exercises require sentences to be restated with antonyms or synonyms of the words being studied; and true or false sentences to be repeated if true, corrected if false. Questions based on the text are so structured that the responses are easily supplied by the student.

The lesson concludes with a brief summary of all or of a part of the text in the form of a dictation (which may then be used for brief oral repetition) or of some other writing exercise.

It is standard procedure in preparing tapes that, for any exercise requiring a response other than direct imitation of a model, the tape provides the correct answer immediately after the student has given his response. This reinforces the student's response if it was correct, or provides correction if it was erroneous. An important feature in the learning experience is the presentation of the correct form immediately after the student has constructed a response. The student knows immediately whether his answer has been right or wrong, and errors have less chance to persist.

What follows depends upon the type of equipment at hand. In laboratory stations containing recorders, the students have recorded the part of the text which they had imitated. At this point they rewind the tape and playback the model reading and their imitation, taking mental or written note of the parts which they recognize as a less than satisfactory imitation of the model. They may rewind and listen several times.

The value of this part of the work is in proportion to the student's understanding that the comparison of the model speech and his imitation depends upon his power of discrimination among sounds, and upon his repeated attempts to imitate correctly. The teacher guides the students in this part of the work through monitoring and inter-communicating. Of course, if the student station is not equipped with an individual tape recorder, the student listens and repeats, but cannot review and compare the model and his imitation of it.

Level IV

In the fourth year (Level IV), the language laboratory assumes new importance as a teaching aid. It is irreplaceable as a means of supplying fluently spoken, advanced-level materials, so that pupils may have practice in hearing Hebrew, and may hear a precise repetition of spoken materials if needed for comprehension.

However expert a teacher may be in Hebrew, it is impossible for him to speak to a class at great length, at a rapid tempo, and on a variety of subjects. Even if the teacher's inventiveness were unfailing and his zeal unflagging, his voice would fail in a five-period-a-day teaching program; and certainly he could not provide the precise repetition which the pupil may need to strengthen the first auditory image. This repetition of the identical auditory stimulus, possible only when recorded materials are replayed, is the essential contribution of laboratory work.

It becomes particularly important in the fourth year program (Level IV) to replay tapes. The materials are more difficult and are apt to depart from the controlled vocabulary of the earlier grades, where materials were constructed to conform to required word lists. With repetition, the student improves his ability to grasp meaning through the ear.

Many skillful teachers make conversational (i.e. question-answer) practice a daily class routine. This excellent procedure does not replace the need for practice in hearing continuous, sustained speech which demands greater concentration than understanding a single question.

It is important to provide appropriate tapes for each level. The cumulative tape library makes it possible for an advanced student to refresh his memory of some materials he learned and may have forgotten. One cannot assume that a student knows and remembers everything he has been taught. Frequently, the errors made by third and fourth level students perpetuate incomplete or inaccurate learnings of the first level.

Even the advanced student needs practice in order to maintain and improve the fluency of his expression, the quality of his intonation and the accuracy of his pronunciation. Just as a player of a musical instrument, however advanced, continues to practice scales and other fundamental exercises to maintain and improve his muscular control, so should the student of Hebrew continue to practice pronunciation and intonation to maintain and improve his linguistic control. To make this possible, it is recommended that provision be made for more extended use of the language laboratory by students under teacher supervision.

Suggested Time Schedule

It is recommended that the fourth level Hebrew program provide at least one period a week in the laboratory. In addition, to the extent that equipment is available, fourth level students should have access to the laboratory as they do to the library, for independent study of taped materials.

Where recording-playback facilities are used, a full period is not too long for listening, recording, playback, and correction. Half-periods may be a preferable time span for listening and speaking without recording; however, every laboratory lesson ought to provide some speaking experience for the students.

Types of Lessons

1. AUDITORY COMPREHENSION lessons, of greater length and difficulty than the Regents-type of the third level. In progressively increasing length, the passages should ultimately provide up to 10 minutes of sustained listening experience. Multiple-choice exercises may be given on the tape. Questions should allow for greater freedom of response. If a model answer is given, the tape should state that other answers are possible. This exercise should be used only when the student records his speech and can evaluate and correct himself in the playback, with the teacher monitoring and assisting when necessary.

2. INTONATION DRILLS, spoken more rapidly than at preceding levels; phrase-groups and sentences should be somewhat longer and require a greater memory span.

3. TAPES TO ACCOMPANY LITERARY WORKS which are read in the fourth level. Reading material becomes more comprehensible if a student can hear the material read aloud as he reads the text. The auditory and visual appeals reinforce each other. The intelligent grouping of words may clarify the meaning. The student may find it a valuable esthetic experience to hear a literary work read aloud, pleasantly and expressively. The reading should be recorded by a native speaker of Hebrew with a pleasant, lively quality of voice. The principal activity is consecutive reading. However, a small section of the text is then read, with pauses for imitation, the students being encouraged to make the reading as expressive as that of the model.

4. LABORATORY LESSONS IN HEBRAIC CULTURE. The lessons are particularly effective where visual material, in the form of slides, can be projected on a screen and coordinated with a descriptive accompanying tape. Portions of the culture course which are suitable for such treatment in-

clude: schoolroom scenes in Israel, scenes in homes showing characteristic family activities, individuals or groups engaged in typical occupations, geographical features of Israel, "travelogue-type" pictures of monuments and other landmarks, reproductions of great works of art, pictures recreating historical events. The tape may describe the slide, give historical background or related information, or may direct students' attention to certain features in the picture. No attempt should be made to teach the entire cultural curriculum in the laboratory. Only selected lessons should be treated in this way.

5. MEMORIZATION OF POETRY. Line-by-line imitation of a poem read by a native speaker of Hebrew will prove to be an easy and enjoyable way to memorize a poem. The student acquires good pronunciation and intonation most easily in this way. Preparatory work, such as vocabulary study or clarification of difficult structures, should be given in class.

6. BRIEF TALKS WITHOUT USE OF NOTES. At this level the student should be introduced to independent speaking. The previously used question-answer procedure is, of course, a less taxing way of developing speech. However, when the assistance of the question is removed, the student is on his own. After careful preparation, the student should talk freely into the microphone, should replay and re-record his talk and, the following day, could also deliver the same talk in the regular classroom.

Principles Underlying Tape Exercises

1. Auditory comprehension materials should be longer, more difficult, and spoken more rapidly.
2. Appropriate preparatory steps for removing difficulties are recommended in order to insure complete comprehension.
3. Questions may be of a nature requiring less controlled or controllable responses. If a model answer is given, the statement should be made that other answers are possible. The student should be encouraged to evaluate his spoken responses in the playback of his tape.
4. Independent speaking should begin. The teacher may elicit the essentials of a short talk through question-answer techniques. The student then writes a script of this talk and the teacher corrects the script. After several repetitions of the corrected script, the pupil is encouraged to talk into the

microphone without notes, and then replay his talk and criticize himself. This procedure should be repeated until the student is fluent and correct in his speech.

5. Dictation should be used as a terminal exercise in many types of lesson tapes. Revision should be accomplished by flashing the correct form of the passage on a screen, preferably through an overhead projector.

How and Where to Secure Language Laboratory Materials

The Language Laboratory Project, which is a unit of the Bureau of Audio-Visual Instruction (BAVI) is preparing tapes designed in accordance with the New York City foreign language program. These tapes may be used to reinforce learning regardless of which textbook is used with the class.

A list of available tapes is issued by the Bureau of Audio-Visual Instruction, and is sent to all schools teaching foreign languages. The list is revised periodically.

To secure copies of tapes desired, write to the Language Laboratory Project, BAVI, 131 Livingston Street, Brooklyn 1, New York. With your request include a 7 inch reel of good quality, unused blank tape for each reel ordered. A script accompanies each tape.

Each school also receives a list of approved tapes and recordings which may be purchased by the individual school from commercial sources. Information as to item number, vendor, cost, *etc.*, can be found in the approved lists.

PART THREE:
TESTING AND EVALUATION

Testing

One of the indispensable functions of teaching is the periodic testing of pupil achievement. Testing procedures, in addition to measuring achievement, also exercise a profound influence on teaching practices and on pupils' attitudes and study habits. The teacher should, therefore, at all times be fully aware of the purposes of testing, whether it be an informal evaluation of classroom performance, a short quiz, or a comprehensive examination. The purposes of testing are briefly summarized here to focus attention on the values to be derived from testing programs.

Purposes of Testing

1. Evaluation (measurement of achievement at any stage)
2. Instruction (review, organization and retention)
3. Diagnosis (determination of errors and difficulties)
4. Incentive (motivation for increased effort)
5. Orientation (practice for tests and examinations)
6. Placement (grade placement or ability grouping)
7. Experiment (resolution of instructional problems)

Principles of Test Construction. Aside from comprehensive foreign language achievement tests such as Level III Regents Examinations or College Entrance Board Reading or Listening-Comprehension Tests, the teacher's main concern is with class or department tests. Class tests may be designed to assess the basic foreign language skills, namely, auditory comprehension, oral production, reading comprehension, and writing skills. Class tests may also be designed to measure component skills or related knowledge, namely, pronunciation, mastery of vocabulary, structural control, or cultural knowledge. Whatever the skill or knowledge to be tested, the teacher should observe certain common-sense principles of test construction which apply to all tests.

Characteristics of A Good Test

A good foreign language test should

1. reflect audio-lingual aims and procedures
2. function as far as possible within the foreign language
3. be based on a fair sampling of what has been taught
4. present items in functional context
5. list items in order of increasing difficulty

6. give proper weighting to items
7. provide clear instructions to the pupil
8. allow enough time for pupils to complete it
9. be easy to administer and to mark

As a caution to the teacher, it is useful to state the converse of some of the above characteristics of a good test. A general principle to be observed in this connection is to avoid any type of question which will "have a harmful effect on learning if practiced in the classroom." (Nelson Brooks; see *Bibliography.)* Among such undesirable types of questions are: (a) *Translation* (not recommended until Level IV); (b) *Hybrid Items* (do not use a garbled mixture of English and Hebrew); (c) *Isolated Items* (avoid words or idioms out of context, or culture questions out of situational context); (d) *Incorrect Forms* (avoid "find-and-correct-the-error" types which make the pupil concentrate on incorrect forms); (e) *Two-Stage Items* (do not require the pupil to perform two operations, of which the second depends on the correctness of the first); (f) *Non-Functional Items* (do not require the pupil to perform linguistic acrobatics, *e.g.* the "sliding synopsis").

Testing the Four Skills

Auditory Comprehension

Testing audio-lingual achievement before pupils have learned to read and write requires special techniques, in some respects quite different from those used in written tests. Of the two interrelated skills involved here, auditory comprehension can be measured objectively by means of

1. True-false statements
   Example: אנחנו נמצאים עכשיו במדינת ישראל.
2. Multiple-choice items consisting of definitions or inferential completions
   Example: עוור הוא אדם שאינו יכול
   (א) לשמע (ב) לראות (ג) לדבר (ד) ללכת
3. Oral responses (rejoinders)
   Example: Teacher— רעש גדול ברחוב.
   Pupil— מה קרה?
4. Action responses
   Example: Teacher— לך אל הלוח.
   (The pupil goes to the blackboard.)

In auditory-comprehension tests all statements, questions and choices should be heard only. True-false and multiple-choice items may be paper and pencil quizzes requiring answers merely by indication of a number or letter. Oral responses should be modeled on dialogue and pattern drills. (See Patterns for Drill, pp. 21-30.)

Action responses are especially recommended because they dramatize auditory comprehension. Some suggested commands to stimulate action responses in testing auditory comprehension are:

קום, בבקשה. עמוד אצל השלחן. דבר אל התלמידים. סגור את הדלת. שב.

Pantomime or "make believe" action responses extend the range of testing possibilities; e.g.,

נגן בכינור. זרוק את הכדור. כתוב על מכונת הכתיבה.

These commands will, of course, all be given in Hebrew and will use only the structures and vocabulary taken up prior to the test.

A component skill of auditory comprehension is auditory discrimination, usually measured by a phonetic discrimination test. This is made up of lists of words or phrases having "minimal contrasts." An example in Hebrew would be a series like הבוקר ביקר בקיריה ואכל בקר. The teacher pronounces each series twice while the pupils listen. The teacher then pronounces the series a third time and, after a pause, pronounces only one word selected from the series. The pupils indicate by a number or letter which of the four words the teacher pronounced last.

Oral Production

The measurement of speaking skill (oral production) is a more difficult task because the very nature of this skill requires that (a) considerable time must be taken to test pupils individually, and (b) recourse must be had to the teacher's subjective judgment as to quality of performance. These troublesome factors of excessive time and lack of objectivity may be reduced by the following procedure. Determine only the most important oral-production features in the dialogue and drills of a unit and test only enough pupils each day to cover all of the class by the end of the unit. Keep a proficiency record on a unit chart bearing pupils' names on horizontal lines and indicating oral-production features at the head of vertical columns. Use grades A, B, C, D to indicate proficiency levels, where A equals native or near-native proficiency, B equals minor errors but good enough to be understood, C equals major errors but partly comprehensible, and D equals totally incomprehensible.

The chart may also be used for grading recorded speech tests. The advantages of this procedure are that the teacher can do the grading outside of class and, if possible, with the assistance of another teacher, thus reducing subjective factors. However, the inordinate amount of time required for constructing the test, recording each pupil's utterances and rating the results make it inadvisable to use this procedure except as part of a terminal examination.

The evaluation of component oral skills, *e.g.* pronunciation, pattern variation, *etc.*, is somewhat easier than that of speaking skill in general, because these component skills are constantly being drilled in the classroom during audio-lingual instruction. Thus, the so-called "echo" test is nothing more than a measure of the pupil's ability to mimic words, phrases and sentences spoken by the teacher or by a recorded voice. The teacher may use a rating scale to evaluate the pupil's power of exact mimicry.

Other question-types for testing oral production and its component skills follow the models presented in dialogues and drills. (See *Patterns for Drill,* pp. 21-30.) A summary of the chief question-types which can be constructed on this basis follows:

1. *Dialogue Responses.* The pupil speaks the phrases and sentences corresponding to his assigned role in a memorized dialogue, cued by the teacher or by a dialogue partner.
2. *Dialogue Questions.* The pupil answers dialogue or personalized questions asked by the teacher or by another pupil.
3. *Directed Dialogue.* The pupil is directed by the teacher to tell, ask, say, describe or explain something to someone.
4. *Substitution.* The pupil substitutes words or phrases in a pattern sentence, cued by the teacher.
5. *Transformation.* The pupil changes forms or tenses in a pattern sentence, cued by the teacher.

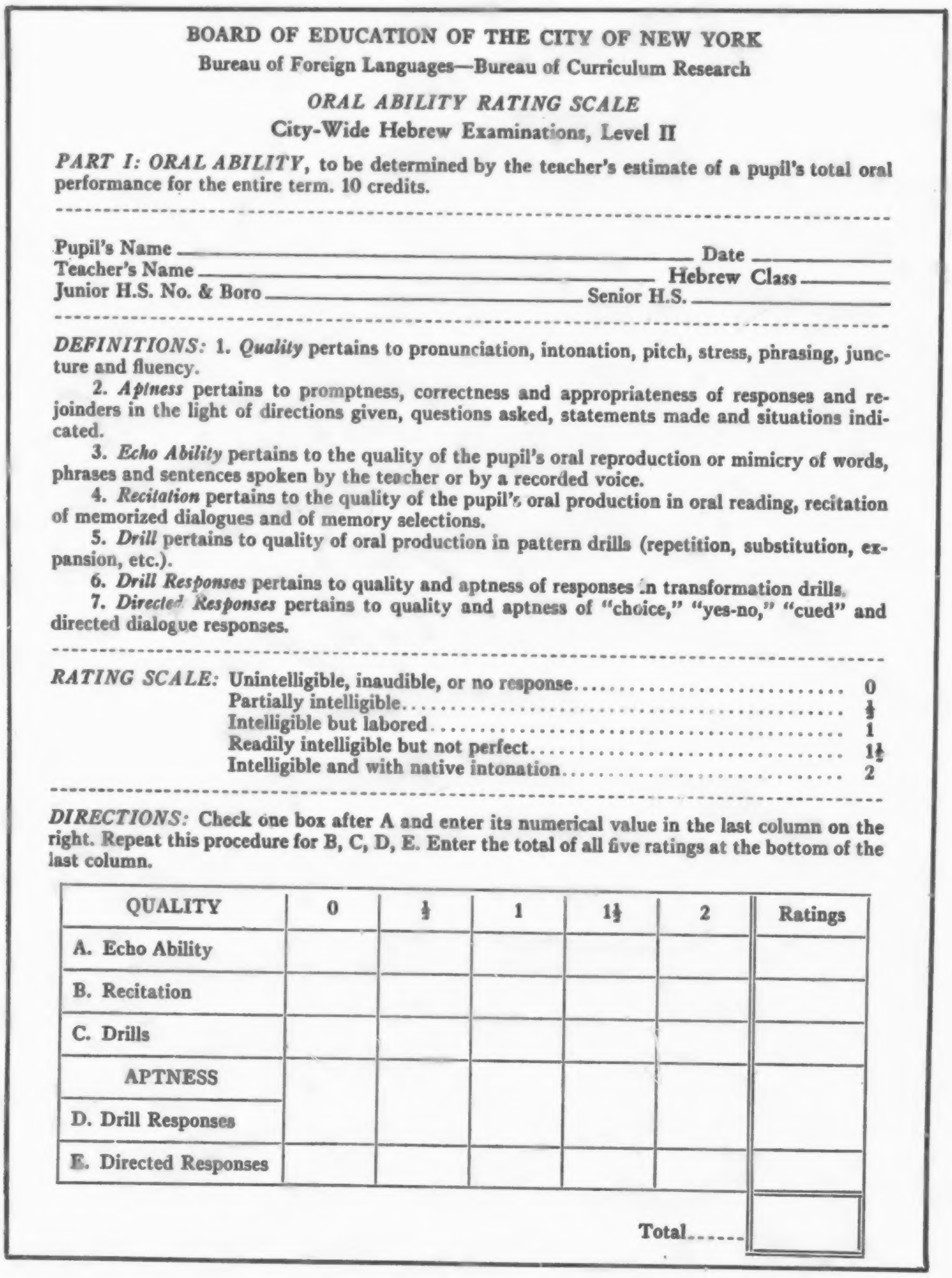
A more comprehensive type of scale for rating oral ability in Hebrew is the Oral Ability Rating Scale (see p. 179) used in Level II city-wide foreign language tests. This is not a single test but rather a rating scale based upon total oral performance over the entire final term of Level II. The rating is a teacher's estimate guided by the rating scale. Descriptions given in this curriculum bulletin of what constitutes oral ability are used as the basis for identification of the components of oral ability to be rated. Performance in the particular types of oral skills specified as aims for Levels I and II was also a major consideration in identifying rating factors.

The following oral skills are to be rated: A. Echo Ability; B. Recitation; C. Drills; D. Drill Responses; E. Directed Responses. All of these terms are defined in the specimen rating scale on page 179. These aspects of oral production are listed in order of increasing complexity. Thus, Echo Ability, involving reproduction or mimicry, is a purely imitative skill and hence is placed at the beginning or easiest part of the scale. At the most difficult end of the scale we have Directed Responses involving "cued" and "directed dialogue" responses, both active skills which require not only quality but also aptness, that is, promptness, correctness and appropriateness of responses. Normal or free conversation is not represented on the rating scale because the attainment of this complex skill is not an expected outcome of Levels I and II.

Reading Comprehension

Following the pre-reading phase and continuing through all levels thereafter, the testing of reading comprehension will become a regular feature of instruction. In Level I, before writing has been introduced, reading-comprehension questions can be answered orally, but formal tests will have to be entirely of the objective type, *e.g.,* true-false items, completions, and definitions, with multiple choices, of which the correct one is indicated by a number or letter, without writing. In addition, component reading skills (vocabulary, structure, and idiom recognition) can also be tested either by oral responses or by objective-type quizzes, entirely in Hebrew.

The basic type of objective reading-comprehension test consists of a reading passage followed by a series of statements with a number of completions after each statement. The pupil is required to choose the one completion which is correct in the light of what is stated or implied in the reading passage. In constructing such a test, the teacher must make sure that the passage selected has sufficient content upon which to base at least five statements, each having from three to five alternative completions. At least one of the five statements should refer to the general idea or situation of the passage rather than to explicit facts therein. In devising the completions, the teacher must be careful to have only one possible correct answer among the alternatives. Care must also be taken to avoid obviously nonsensical com-



BOARD OF EDUCATION OF THE CITY OF NEW YORK
Bureau of Foreign Languages—Bureau of Curriculum Research
ORAL ABILITY RATING SCALE
City-Wide Hebrew Examinations, Level II

PART I: ORAL ABILITY, to be determined by the teacher's estimate of a pupil's total oral performance for the entire term. 10 credits.

Pupil's Name ______________________ Date ________
Teacher's Name ______________________ Hebrew Class ________
Junior H.S. No. & Boro ______________ Senior H.S. ________

DEFINITIONS: 1. *Quality* pertains to pronunciation, intonation, pitch, stress, phrasing, juncture and fluency.

2. *Aptness* pertains to promptness, correctness and appropriateness of responses and rejoinders in the light of directions given, questions asked, statements made and situations indicated.

3. *Echo Ability* pertains to the quality of the pupil's oral reproduction or mimicry of words, phrases and sentences spoken by the teacher or by a recorded voice.

4. *Recitation* pertains to the quality of the pupil's oral production in oral reading, recitation of memorized dialogues and of memory selections.

5. *Drill* pertains to quality of oral production in pattern drills (repetition, substitution, expansion, etc.).

6. *Drill Responses* pertains to quality and aptness of responses in transformation drills.

7. *Directed Responses* pertains to quality and aptness of "choice," "yes-no," "cued" and directed dialogue responses.

RATING SCALE: Unintelligible, inaudible, or no response.......... 0
Partially intelligible.......... ½
Intelligible but labored.......... 1
Readily intelligible but not perfect.......... 1½
Intelligible and with native intonation.......... 2

DIRECTIONS: Check one box after A and enter its numerical value in the last column on the right. Repeat this procedure for B, C, D, E. Enter the total of all five ratings at the bottom of the last column.

QUALITY	0	½	1	1½	2	Ratings
A. Echo Ability						
B. Recitation						
C. Drills						
APTNESS						
D. Drill Responses						
E. Directed Responses						
					Total......	

ORAL ABILITY RATING SCALE

pletions which can be eliminated by the pupil without basic comprehension of the passage. Examples of this type of question may be seen in the New York State Regents Examinations in Hebrew III.

Component reading skills can be tested entirely in Hebrew and with all items in context. In the following suggestions, each question-type below requires the pupil to choose from a given list of three or four words or idioms the one which is correct according to context in a given sentence.

1. Choose the synonym (or antonym) of an underlined word in a sentence.

   Example: המורה נמצא בחדר.

   a— המלמד c— החנווני
   b— הרופא d— התלמיד

2. Choose the word which belongs in the same class as the underlined word in a sentence.

   Example: אני עומד קרוב לשולחן.

   a— ליד c— אצל
   b— סמוך d— על יד

3. Choose the word which is defined in a given sentence.

   Example: הבנין אשר בו אנחנו לומדים הוא.

   a— מסעדה c— בית ספר
   b— תיאטרון d— בית כנסת

4. Choose the word which fits the situation described in a sentence.

   Example: אנחנו שרים ורוקדים.

   a— חגיגה c— סעודה
   b— שינה d— נסיעה

5. Choose the word which completes the meaning of a sentence.

   Example: בשעת מחלה קוראים ——

   a— למהנדס c— לרופא
   b— לחייט d— לטייס

6. Choose the word that is missing in a structure or idiom used in a given sentence.

   Example: —— להצליח צריך לעבוד קשה

   a— כדי c— מפני
   b— משום d— בעד

7. Choose the idiom whose meaning fits a blank space in a sentence.
Example: אני מבקר את דודי ——
a— המותר לי c— אף־על־פי
b— לעיתים קרובות d— זה כבר

8. Choose the idiom which would be appropriate to the situation described in a sentence.
Example: אני אוכל גלידה בכל יום.
a— מדי פעם בפעם c— מדי חודש
b— יום יום d— לעיתים רחוקות

Writing

Most of the previously discussed question-types for testing auditory comprehension, oral production and reading comprehension can be readily adapted to require written answers. For example, the true-false type can be broadened to include the writing of true statements for those which the pupil has marked false. The directions for oral responses can be changed to require written responses in the case of auditory and reading comprehension questions. Completion types can require either short written answers or rewriting of the entire sentence plus the completion. Other tests of writing ability are "spot" or full dictations, controlled writing, and directed composition. The latter will be discussed below under *New York State Regents Examinations.*

Tests of component writing skills can also be adapted to require written answers, using the item-types described above. After hearing the minimal-contrast series in the phonetic discrimination test (see p. 176), the pupil can be directed to write the word or phrase which the teacher pronounced last. The items of the "echo" test can first be repeated orally and then written by the pupil. The same can be done with substitutions, transformations, dialogue and directed dialogue responses. (See *Patterns for Drill,* pp. 21-30.)

New York State Regents Examinations

Providing pupil orientation to questions in comprehensive examinations is a recognized purpose of class testing programs. Although the following Regents questions appear in the Hebrew Level III examinations, they are designed to test the results of audio-lingual instruction and hence are suitable for adaptation to other levels.

AUDITORY COMPREHENSION. This type of question consists of ten or fifteen Hebrew passages dealing with audio-lingual experiences. Each passage is preceded by a question in Hebrew. The examiner reads the question and the passage at conversational tempo. The pupils read the question and four alternative answers on their answer papers and are given one minute to choose the correct answer and to write its number in the space provided. The level and range of vocabulary, structures and idioms is determined by the content and scope of Levels I-III. The content of the passages will be similar to the topics taken up in the dialogues, intensive reading and culture study for Levels I—III. Sources for the passages may be Hebrew newspapers, periodicals, student publications, printed texts of broadcasts, and textbooks or review books containing audio-comprehension exercises. The passage should deal with a central theme or situation and its length should not exceed fifty words. Avoid the following: anecdotes in which comprehension depends on a single key word or "punch line," complex structures not characteristic of spoken Hebrew, and exotic words or names that are not recognizable audially. Classify the passages as Easy, Medium, Difficult, and arrange them in order of increasing difficulty.

DIRECTED COMPOSITION. This type of question consists of a number of directions, given in English or in Hebrew, in which pupils are directed to tell, ask, say, describe or explain something in Hebrew to another person. The directions are designed to elicit a series of Hebrew sentences related in context. Example: *Write a letter to your friend, Charles, telling him about your vacation plans. Include the following:*

a. Ask him how he is feeling.
b. Tell him you are going to spend your vacation in Israel.
c. Ask him if he has ever visited that country.
d. Briefly describe at least two interesting sights or places that you expect to see in Israel.
e. Explain why this trip means so much to you.

In constructing a question of this type, the teacher must make sure that the topic is within the real or potential experience range of pupils in a particular level and that the vocabulary, structures and idioms needed for answering have been taught for active use. If the directions and outline are given in English, the pupils should be told that the purpose of this question is not to translate the exact words given in the outline but to use appropriate expressions in Hebrew that will best convey the suggested ideas.

Other types of New York State Regents questions are: (a) written answers to oral questions, read by the examiner; and (b) rejoinders to oral statements. Rejoinders may either be written out, or selected from multiple choices. In general, the trend of developments in the Regents Examinations is to require more active knowledge; *i.e.* a greater percentage of written responses, and fewer multiple choices.

College Entrance Board Examinations

The College Entrance Examination Board (CEEB) has two types of Hebrew tests: the *Achievement Test,* which is administered only at College Board test centers several times each year, and the *Supplementary Achievement Test* for listening-comprehension, which is not given at College Board test centers but is made available to secondary schools for administration to their students on a specified date.

The same Hebrew achievement test is taken by all candidates regardless of whether they have studied Hebrew for two, three or four years. Scores on these tests are reported on a standard 200 to 800 College Board scale. Interpretation of these scores, and percentile ranks for students with different amounts of study, are available in CEEB publications.

Although question types may vary from year to year, the most common types appearing on recent College Board Hebrew tests are as follows:

HEBREW ACHIEVEMENT TEST. (a) SITUATIONS, in which a situation is described followed by five remarks, one of which is to be indicated as most suitable in the light of that situation; (b) USAGE, which tests correct use of words, sentence structure and idioms; (c) VOCABULARY, which tests knowledge of the precise meaning of words and phrases; and (d) READING-COMPREHENSION, which is based on passages of 100-300 words and which tests facts or details mentioned or implied in the passage, or referring to the total meaning of the passage. The reading-comprehension questions may also test vocabulary and idioms in context. All of the above questions are of the multiple-choice types.

More complete information regarding the *College Board Achievement Tests* and the *College Board Supplementary Achievement Tests* may be obtained by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey.

Evaluation

The following outline of the characteristics of an effective foreign language program is intended to be of help to teachers, department chairmen, coordinators and principals concerned with foreign language instruction. The general and specific aims of foreign language instruction are given in detail at the beginning of this curriculum bulletin and at the beginning of each level. Matching these aims against the practices listed here and against the results of instruction should enable teachers and supervisors to assess the effectiveness of the over-all foreign language program.

The practices outlined below cannot, of course, all be observed in a single class period. They should, however, play an important role in the total foreign language program observed over a period of time.

EVALUATING THE HEBREW LANGUAGE PROGRAM

I. TEACHING CONDITIONS

   A. The Classroom

      1. The classroom appears to be a "cultural island" with appropriate exhibits, posters, pictures, photographs, proverbs, travel folders, and maps illustrating various aspects of the foreign language and its culture.
      2. There are many chalkboards available on the walls of the classroom (including the rear wall).
      3. All exercises written on the chalkboards have brief headings in Hebrew, such as ...שמי.
      4. There is a class bulletin board for the display of news items and pictures of current interest from Hebrew newspapers and magazines. Displays are not more than a week old.
      5. The Hebrew classroom is equipped with a tape recorder, a phonograph, and a combination slide and filmstrip projector.
      6. The room is equipped with dark shades and a motion picture screen.
      7. Hebrew dictionaries, periodicals, newspapers, and reference books are available to all students.

   B. The Language Laboratory

      1. The laboratory provides for the largest number of students a class is likely to contain.

2. Some student positions provide for recording by students and for playback of what has been said.
3. There is adequate provision for the storage of tapes and other equipment in the room.
4. A program of preventive maintenance of electromechanical aids provided at regular intervals is available.
5. The laboratory is used only for language classes and is located in a quiet sector of the building.
6. The positions at which the students sit are provided with places for books and papers so that students may write.
7. The laboratory is available for each student at least once a week, and more often when possible. The laboratory period is never more than half the time of a regular class period.
8. The laboratory is constantly supervised by a responsible person.
9. At early levels the tapes used in the laboratory contain materials that have first been presented in class.
10. At higher levels the laboratory provides opportunities for presenting to the ear of the student authentic recordings that have cultural and literary value.
11. When possible, time allowance is given to teachers for the preparation of tape scripts and tapes.
12. The language laboratory plays a role in the testing program.

C. The Teacher's Program

1. The teacher is given as few preparations as possible.
2. The teacher teaches no more than three classes consecutively.
3. Preferably, the teacher meets all his classes in the same room.
4. Only specially qualified teachers are given difficult assignments.

D. Opportunities for Teacher and Student Growth

1. Experimental programs and demonstrations of new teaching techniques are encouraged.
2. Arrangements are made for interschool visits and teacher exchanges.

3. Foreign travel for foreign language teachers is encouraged.
4. Provision is made for teachers to attend professional meetings.
5. Attendance of teachers at NDEA Institutes is encouraged.
6. Teachers are given time to prepare suitable classroom and laboratory materials for their students.
7. Teachers are encouraged to participate in study groups and workshops.
8. Outstanding achievement in Hebrew by students is recognized with awards comparable to honors in other subject areas.
9. Students are encouraged to correspond with students living in Israel.

II. ORGANIZATION

A. Recruitment

1. All teachers of Hebrew classes hold a license in the subject.
2. Hebrew instruction is available to all students who can profit from such instruction.
3. Students who find that they are unable to continue to study Hebrew with profit are permitted to withdraw.
4. Guidance counsellors are well informed on the subject of the foreign language program.
5. Students are allowed to begin only one foreign language at a time.
6. Students of foreign background are encouraged to study their mother tongue.

B. Curriculum

1. Courses aim at a six year sequence on the secondary school level and a three year sequence on the elementary school level.
2. In planning programs of pupils, attention is given to the avoidance of long gaps between the end of foreign language study in high school and the beginning of foreign language study in college.
3. The school's course of study does not slavishly follow a commercially prepared text when such text deviates from the requirements of the New York City Foreign Language Program.

4. Courses emphasize the use of Hebrew for communication in this order: listening comprehension, speaking, reading, and writing.
5. Courses utilize the Hebrew language resources of the community.
6. A continuous and sequential program is provided.
7. There is satisfactory articulation both downward and upward.
8. There is a long sequence in one foreign language rather than short sequences in two.
9. If the school has a large total enrollment, provision is made for teaching some of the less commonly taught languages.
10. There is adequate provision for the use of audio-visual aids.
11. Special classes are programmed to meet the needs of advanced and academically talented students.
12. Teachers are provided with definite departmental courses of study and units of work.

III. THE TEACHER

A. Has a fluent command of the Hebrew language, especially of its sound system.

B. Avoids excessive talking.

C. Uses Hebrew almost exclusively.

D. Plans every lesson very carefully and keeps written lesson plans.

E. Presents a good example to the class, in neatness of attire, dignity, posture, and bearing.

F. Is a stimulating and animated personality.

G. Is respected by the students and is in complete control of the classroom situation.

H. Is friendly, cheerful, courteous, and helpful.

I. Carefully explains what is required of students and insists that they meet the standards set.

J. Is able to adapt the textbook used in accordance with the requirements of the New York City Foreign Language Program.

K. Is patient, generous, and fair. Possesses a good sense of humor without descending to undue familiarity or cheap humor.

L. Speaks English clearly and correctly.

M. Has a pleasant voice of sufficient volume to be heard anywhere in the classroom.

N. Welcomes visitors to the classroom and is receptive to constructive supervision and criticism.

IV. THE STUDENTS

A. Are interested and attentive throughout the class period.

B. All participate in the lesson spontaneously.

C. Communicate actively with each other in Hebrew under the direction of the teacher.

D. Are courteous and helpful toward the teacher and fellow students.

E. Stand at their seats when reciting.

F. Recite in a clear and audible voice.

G. Speak both Hebrew and English correctly.

H. Are erect in posture when sitting or standing.

I. Are neat in all their written work.

J. Correct each other's work constructively and spontaneously.

V. THE QUALITY OF INSTRUCTION

A. Lessons are well planned and timed so that they are taught within the class period without undue haste.

B. Students are provided with opportunities for using Hebrew in meaningful situations. There is a maximum use of Hebrew at all times. English is used only when absolutely necessary.

C. New structures are presented and drilled by means of pattern practice.

D. Both analogy and analysis are used as teaching devices in teaching grammatical structures. There is a maximum of drill to automatize responses and a minimum of theoretical explanation.

E. Pupils are made to master the sound system of the foreign language in functional expressions before learning to read and write it.

F. Instruction aims at developing the ability of direct auditory and reading comprehension, without translation into English.

G. The classroom use of disc and tape recordings is a regular part of the course.

H. Various visual aids are used to teach and drill vocabulary and to promote conversation in Hebrew.

I. The cultural aspect of the study of Hebrew is integrated with the linguistic aspect.

J. Hebrew is used in situations appropriate to the age and experience of the students.

K. In testing, performance in Hebrew is stressed.

L. Errors in pronunciation and intonation on the part of students are promptly corrected.

M. First choral and then individual responses are elicited.

N. Reading is taught at the beginning as a natural outgrowth of audio-lingual experiences.

O. A variety of drills and activities is used in a single period.

P. Drill exercises are well graded and progressive in difficulty.

Q. Homework assignments are clear, meaningful, and provide for individual differences.

R. Writing skills are taught through copying, dictation, completion exercises, written answers and rejoinders, and compositions.

S. Instruction is maintained at a lively pace.

T. In the elementary phases of the program, instruction is based on the use of dialogues and mimicry-memorization techniques.

U. Adequate provision is made for the review of learned material at appropriate intervals.

V. Language skills are regularly and appropriately evaluated.

W. Comprehension is always checked in student responses.

X. Adequate provision is regularly made for remedial instruction.

Y. Class work and laboratory drill are well integrated.

Z. Every lesson is properly motivated.

AA. The distribution of books and materials, the collection of homework, and other housekeeping chores are well routinized.

BB. While some students are writing on the chalkboards, other activities are carried on by students at their seats.

CC. Questions are clearly formulated; they are put to the entire class and time is allowed for thinking. Individuals are then called upon by name.

DD. Questions are well distributed so that all students have an opportunity to recite.

EE. Before the close of the class period, the main points of the lesson are summarized briefly.

FF. The teacher does not cling closely to the textbook, but often makes use of lively, well prepared exercises of his own invention.

PART FOUR:

EXPANDING HORIZONS IN FOREIGN LANGUAGES

THE ADVANCED PLACEMENT PROGRAM

In keeping with the national interest in strengthening all areas of American education, and in the interest of the individual gifted pupil, the Advanced Placement Program is offered in foreign languages to stimulate selected pupils and teachers to higher achievement.

This program may be elected in the senior year by specially gifted pupils in foreign language who have completed Level III of the four year sequence or Level IV of the six year sequence.

Advanced Placement Programs will be offered in those schools in which a sufficient number of gifted and ambitious pupils warrant such special provision. The students concerned are given an opportunity to do college level work and to take the Advanced Placement Examinations. Passing of these examination may enable these students to receive college credit or be placed in advanced courses in college, or both.

Selection of students for the college level course is based on a number of criteria: the student's proficiency in Hebrew, his native ability, his general scholastic achievement, recommendations of his teacher and guidance counselor regarding the student's maturity, his emotional balance and health, and the parents' consent. An important factor is the student's eagerness to take the course, not so much for the credit, but to be able to do work on a high level. The selection of the teacher should be governed by his interest in the program, his readiness to work on a college level, and his professional background. Moreover, he should be fluent in Hebrew, have a broad knowledge of its culture and literature, and possess the ability to present and interpret Hebrew literature on a college level.

Differences between Level IV and the Advanced Placement Program may be found in content, certain aspects of method and in achievement expected of the student. With respect to content in the Advanced Placement Program, more difficult and mature materials will be chosen and there will be greater study in depth. The method in the Advanced Placement Program will be predicated upon more frequent and more extensive lecturing, class discussions to elicit penetrating analysis and to stimulate interpretation, and a greater amount of independent work. A higher quality of performance will be expected of the Advanced Placement student.

The two basic objectives of the course are an increased competence in the use of Hebrew and a knowledge of the Hebrew literature and the culture of Israel. The Advanced Placement Program Syllabus states that upon completion of the advanced course, the student should have attained the ability "to understand what an educated native speaker says when he is speaking at normal speed on a subject not unduly specialized," and the ability "to speak with an acceptable pronunciation and with a command of vocabulary and syntax sufficient for a sustained conversation on a general subject." With regard to the content in literature and culture, the Advanced Placement Program Syllabus states: "Knowledge of the literature and culture involves an acquaintance with representative works significant for their content and literary values and the ability to read with understanding and appreciation. The student should be able to comprehend the situations, emotions, ideas and implications of works which might be read in a college course in literature and to relate such works to their historical and cultural setting." Moreover, he should be able to write freely and accurately on subjects that fall within the range of his experience.

As of September 1966, no provision has been made for an Advanced Placement Examination in Hebrew. There is, therefore, no Advanced Placement Program for Hebrew in the New York City schools. Nevertheless, the following may be of interest to all foreign language teachers.

> *Advanced Placement Program Course Descriptions.* Copies of this booklet may be ordered from the College Entrance Examination Board, Educational Testing Service. Box 592, Princeton, New Jersey. Price: $1.50.

TEAM TEACHING

Team teaching is a type of staff collaboration in which two or more teachers are teamed for some aspects of the instructional program. The teachers are jointly responsible for the instruction of all children in their respective classes in whatever curriculum content is selected for team teaching. Each teacher is also responsible for his own class. Team teaching provides a means of pooling the talents of teachers in planning and carrying out learning experiences. It also gives the pupils a periodic change of pace and exposes them to different teacher personalities.

Team teaching is characterized by large and small-group instruction. For example, one teacher may take two classes for a lecture, demonstration, film or trip, while the other spends the time tutoring a small group. Large and small-group instruction also provides time for the relieved teacher or teachers to plan lessons, prepare teaching materials, arrange special programs, *etc.*

Experience has demonstrated that certain pre-conditions must be met before team teaching can be fully successful:

1. The programming of two or more classes which will be parallel in time, language and grade.
2. The assignment to these classes of teachers who have varied abilities and who possess qualities of personality and temperament that make for effective teamwork.
3. The provision of rooms or halls big enough to seat two or more normal-sized classes as a group.
4. The drawing up of lesson plans, teacher-class charts, and time schedules for an entire unit of team teaching.
5. The design and construction of suitable tests and other instruments for evaluating the team teaching program.

Assuming that these conditions exist, how can we profitably engage in team teaching in the field of foreign languages? A team of two or more teachers (with varying leadership according to the topic of the lesson and teacher talent) can prepare thoroughly for lectures which may include the use of the opaque projector and pictures, the overhead projector and transparencies, taped material and tape recorders, phonographs and discs, or the sound projector and films.

The emphasis on the development of audio-lingual skills demands so much time that the teaching of the foreign culture frequently tends to be neglected or to be carried on in

English. Team teaching, on the other hand, will permit the careful preparation of lecture-scripts with vocabulary, so that the lectures can be delivered in the foreign language. The benefits of these lectures extend to all the pupils in that they gain in language as well as in information and appreciation.

Team teaching would also enable the members of the team to prepare well-graded pattern drills, scripts and tapes for language laboratory use, duplicated exercises, review materials and tests, as well as visual material for display or projection on a screen.

Through large-group teaching, the teacher who is most expert in the demonstration and explanation of structures can take over two or more classes so that eventually all students in a given grade of a language can profit from superior teaching. The other teachers will also profit through the preparation and observation of such lessons.

Some aspects of language learning, such as the development of good pronunciation, conversational skills and reading and writing ability, do not lend themselves as well to team teaching except as they may be taught in small groups by teachers relieved as the result of large-group formations. This is generally true of those aspects of language learning in which intensive individual performance and correction are necessary. However, team teaching can be used profitably in a program of foreign language instruction if there is resourceful programming of teachers and students and the above-mentioned pre-conditions are met.

PROGRAMMED INSTRUCTION

Programmed instruction is based on a carefully integrated psychological rationale. There are three essential features which must be present in a course to make it authentic programmed instruction:

1. Programmed instruction must be based upon an adequately detailed specification of the "terminal behavior" (that is, new skills, knowledge, or response tendencies) which the programmer desires to produce in the students taught by the program.

2. The material of instruction must be organized and presented in a carefully designed sequence of steps so that

each step is made easier by virtue of the material learned in previous steps.

3. The student must have an opportunity to test his mastery of each critical step as he proceeds through the program; that is, the program must be so constructed that correct responses are promptly confirmed and the student is led to understand and correct wrong responses.

In the conventional classroom, the teacher cannot effectively employ the three essentials of programmed instruction. As a result, special devices have been introduced to present the programmed material to the learner: teaching machines, self-tutoring courses, programmed textbooks, *etc.* These devices in themselves are of minor importance. The effectiveness of programmed instruction will depend almost entirely on the teaching materials.

In its construction and application, judging from the 21 programmed courses in foreign languages available in September 1963, a programmed course has the following features:

1. The material is graded into small, easy steps that can be taken by the student one at a time with a minimum of error.

2. The program requires the student to be active by responding to every new item.

3. The program is to be used by each student individually.

4. Programmed learning provides for immediate reinforcement by supplying the correct answer after each response.

5. In programmed learning there is the merging of teaching and testing into one single process.

In addition, since audio-lingual competency is now a recognized prime goal in language learning, it would appear that no programmed course in foreign languages can claim to be effective unless it makes provision for auditory practice (through tapes) and for oral student responses (through an audio-active microphone).

At this early stage in the history of programmed instruction, very little has been done about the evaluation of programs. However, two modest investigations conducted in New York City yielded some interesting, if tentative, conclusions. In 1962 a programmed course in *Introductory Spanish* was tried out with a class of beginners in a New York City public high school. The course was conducted in a fully-equipped language laboratory with 36 positions. The course was used for about 30 class sessions of 40 minutes each. It was used (as recommended by the author of the course) in conjunction with a non-programmed course. The programmed course had to be abandoned for reasons stated below.

Another study of a programmed course in *First Year Spanish* was conducted in conjunction with the Board of Education Programmed Audio-Visual Evaluation Project. This course was not tried out in a class with students. It was evaluated by three teachers and supervisors of Spanish who read through the entire course (designed for 50 to 85 hours of classroom time), listened to one-third, and spot-checked the remaining tapes of the course. These two New York City investigations arrived at the following conclusions:

1. Programmed instruction designed to be used by individual students at their own pace assume continuously renewed student motivation which will sustain student attention, interest and activity throughout the course. The majority of high school students, however, seem to need constant teacher-induced motivation, encouragement and prodding.

2. The material in the programmed courses is organized along logical rather than psychological lines. Words are introduced for phonetic reasons *(mono, mozo, oso)*, structures for linguistic reasons rather than on the basis of situations. This approach fails to capitalize on student interest in student-centered activities.

3. The pace of the course and the rate of introduction of new material tend to "insult the intelligence" of many students. This is one of the chief reasons why the course in *Introductory Spanish* had to be abandoned with the high school class. The class was so far ahead with the regular textbook which was used concurrently two or three times weekly, that the material presented by the slow, plodding programmed course was pointless and a waste of time.

4. Optimum use of a taped programmed course requires that each student operate a tape recorder equipped with a pedal for instant start and stop. As this bulletin went to press, no New York City public school language laboratory was so equipped. It would be very expensive to provide each laboratory with such equipment. Furthermore, one laboratory

cannot meet the needs of all the foreign language students in a school.

Fernand Marty developed a *Programmed Course in Basic French* which dispenses with an instructor entirely. After one year's trial, he lists the following drawbacks:

1. Students missed the teacher-student relationship.
2. Reinforcement by a machine is not sufficient to provide high motivation.
3. The machine program failed to produce pronunciation as adequate as could be attained by a teacher supplemented by tape-recorded drills.
4. Too much time was consumed in detecting errors, and there was also a failure to detect errors with sufficient accuracy.
5. A self-instructional program cannot provide for self-expression.
6. Students felt the need of a book or other material to supplement the self-instruction in the language laboratory.
7. Students were dissatisfied with communicating only with a machine.

In the light of all these findings, it would appear that the programmed courses now available are not suitable for use in our New York City classrooms. It is quite conceivable that properly constructed programmed courses can be devised to fill the need for individual remedial work, or independent advanced work by highly motivated students. Such courses would be most useful if they were divided into separate units, each unit treating a particular phase or segment of pronunciation, structure, vocabulary, *etc.* If such units could be closely related to the material used in the regular course, the promise of the proponents of programmed instruction might then be realized, namely, "to free the teacher from the purely mechanical drill work," and make it possible for him "to teach students to use with art the skills which they have mastered through science."

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